Planning Services

Alberta
EDUCATION

CURRICULUM AUDIT REPORT

VOLUME II

INTERIM AND FINAL REPORTS
from
The Curriculum Branch
The Language Services Branch
Special Educational Services
Early Childhood Services
The Correspondence School

Submitted to

The Director
Planning Services Branch

1984

TABLE OF CONTENTS

Appendix

A. Curriculum Audit Focus Statements

B. Major Criteria and Supplementary Questions

C. Audit Reporting Form

D. Curriculum Branch Interim Report[1]

E. Curriculum Branch Final Report[1]

F. Language Services Branch Interim Report

G. Language Services Branch Final Report[1]

H. Special Educational Services Interim Report

I. Special Educational Services Final Report[1]

J. Early Childhood Services Interim Report

K. Early Childhood Services Final Report

L. Correspondence School Report

---

[1] Appendices are not included. They are available at the branch offices.

Appendix A

Curriculum Audit Focus Statements

CURRICULUM AUDIT
FOCUS STATEMENTS

I. AGE

The materials:

a) present older persons, both males and females, in a range of vocational and avocational pursuits;

b) present the achievements of persons as based on factors in addition to age (i.e., competency, skill, knowledge, etc.);

c) contain references to, or illustrations of persons in a broad range of ages (approximately evenly in both number and importance) except as limited by accuracy or special purpose;

d) present through illustrations or suggestion that health, activity and skill are attributes of all age groups;

e) present middle-aged and older persons in ways that persons of this age group would probably approve.

II. RACE/ETHNICITY

a) Portrayals of Canadian lifestyles, institutions and society reflect the racial and ethnic diversity of Canada.

b) Portrayals of racial and ethnic minority groups in contemporary Canadian society reflect current social science knowledge (as opposed to negative myths, stereotypes, patronizing overtones, etc.).

c) Representations of racial and ethnic minority groups in literature, art, history, etc. point out the norms and context of the time period being studied.

d) Portrayals of racial and ethnic minority groups reflect the positive, creative participation in Canadian cultural life (e.g., economics, arts, politics, community life).

III. RELIGION

a) Presents the elements of religious belief and practice (such as spiritualism, belief, creation, worship, deity) in sensitive and respectful ways.

b) Presents the religious beliefs of minority groups (such as fundamentalist views of creation) in sensitive and respectful ways.

c) Presents the religious practices of minority groups (such as non-Christian worship and celebrations) in sensitive and respectful ways.

IV. SEX

a) The contributions of both men and women to society are recognized.

b) The portrayal of men and women in writing or in illustrations accurately reflects the society being studied at a given point in time.

c) The writing style acknowledges both sexes without resorting to cumbersome conventions such as his/her.

d) Decisions made by men and women relative to career choices, roles, etc. are represented as they would be in contemporary society.

V. INDIVIDUAL DIFFERENCES (HANDICAPPED)

a) Individuals with handicaps are depicted as "different" (less worthy), through an over-emphasis on their individual differences, or through demeaning or patronizing descriptions or through labels.

b) Persons with handicaps are shown in a variety of professional or executive roles, vocations, trades, or other gainful occupations as well as being recipients of social services.

c) Those with handicaps are authentically portrayed within the setting and period of history presented.

d) The material assists students to recognize the basic similarities and worth among all members of the human race, and the uniqueness of every individual, including those with "differences".

Appendix B

Major Criteria and Supplementary Questions

MAJOR CRITERIA

1. WHERE JUDGMENTS OF OTHERS ARE TO BE MADE, DO THE PROGRAMS AND SUPPORTING MATERIALS PROMOTE FAIR ASSESSMENTS, AVOIDING UNFAIR OR INACCURATE JUDGMENTS BASED ON ALLEGED GENERAL CHARACTERISTICS RELATING TO RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR HANDICAP.

   (While it is not an intended outcome of curriculum to make judgments about the value or worth of individuals, it is nevertheless unavoidable to make such judgments (For example, in subject areas like Social Studies or Language Arts). When these judgments are made, they should be both fair and accurate. It is the understanding of the Tolerance and Understanding Criteria Committee that age, sex, or handicap are representative of a broader category of individual differences.)

   Does the program and its supporting materials and learning resources:

   a) depict minority people in the same range of socioeconomic settings as are persons of the majority groups?

   b) present both males and females, and individuals within minority groups in a variety of professional or executive roles, vocations, trades, or other gainful occupations?

   c) present the achievements of males or females as based on factors apart from their sex?

   d) contain references to, or illustrations of, males and females approximately evenly (in both number and importance), except as limited by accuracy or special purpose?

   e) authentically portray minority groups within the setting and period of history presented?

   f) provide a balanced presentation of descriptions or depictions of people of different sexes involved in non-traditional activities?

2. DO THE PROGRAMS AND SUPPORTING MATERIALS HELP TO NURTURE A POSITIVE SELF IMAGE IN ALL STUDENTS BY TAKING AN ESSENTIALLY POSITIVE APPROACH TO HUMAN SIMILARITIES AND DIFFERENCES ARISING FROM RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX, OR HANDICAP?

   Does the program and its supporting materials and learning resources:

   a) present a fair proportion of both minority and majority persons in mentally active, creative, and problem-solving roles in addressing current and historical issues?

b) present a fair proportion of both minority and majority persons succeeding or failing in various circumstances?

c) limit the depiction of ethnic and cultural groups only to the root culture or are depictions of these groups within the mainstream of Canadian life included?

d) portray minority or cultural groups in such a way that members of the groups would approve of the way in which they are portrayed?

e) represent members of minority groups in stories as possessing power, assuming leadership, and making important decisions?

f) include examples of minority cultural heroes. If so, are they admired only for the same qualities that have made majority cultural heroes famous and because what they have done has benefited the majority culture?

g) present problems faced by minority people or women as resolved through their own efforts.

3. DO THE PROGRAMS AND SUPPORTING MATERIALS CONTAIN EITHER IMPLICIT OR EXPLICIT GENERALIZATIONS RELATING TO RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR HANDICAP THAT MAY TEND TO PROMOTE UNFAIR OR INACCURATE JUDGMENTS OF INDIVIDUALS OR GROUPS?

Does the program and its supporting materials and learning resources:

a) depict minority characters in illustrations in a token manner?

b) use sexist language?

c) hold up the majority culture as the superior culture by which all other cultures are measured? (elitism)

d) use descriptions, pictures, labels, or retorts which tend to demean or patronize females or minority groups?

e) hold up to ridicule or portray as inferior the beliefs or practices of any religious group?

f) present minority people as a "problem to be solved"?

g) present racial minorities and other cultures as functioning in essentially subservient and passive roles?

h) depict females, males, or minority people only in roles to which they have been traditionally restricted (as opposed to a balanced presentation of minority people in non-traditional roles?)

i) depict minority groups as "different" with negative value judgments implied because of race, color, creed, ethnic or national origin, age or handicap.

j) use loaded terms with insulting overtones. (For example, are native people depicted as "Savage," "primitive," "superstitious," "treacherous," or "backward.")?

k) contain presentations which are biased or prejudiced, or which discriminate against any individual or group?

4. DO THE PROGRAMS AND SUPPORTING MATERIALS CONVEY THAT EXCELLENCE IN HUMAN ENDEAVOUR MAY BE FOUND IN DIFFERENT WAYS IN ALL HUMAN GROUPS?

(This statement is understood to also include the appreciation of the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and political leaders?)

Does the program and its supporting materials and learning resources:

a) present the achievements and contributions of minority groups, both men and women, to life and culture in Canada or the world?

b) identify, as role models, members of minority groups who are making important contributions to present day society?

c) suggest that minority people can positively influence the society in which they live?

d) accurately depict the contributions made by minority cultures.

5. DO THE PROGRAMS AND SUPPORTING MATERIALS, BY OMISSION, FAIL TO TAKE ADVANTAGE OF CONTENT OR TECHNIQUES THAT COULD ASSIST THE TEACHER IN DEALING POSITIVELY WITH TOLERANCE AND UNDERSTANDING?

Does the program, supporting materials, learning resources and/or teaching techniques suggested:

a) assist in motivating students to examine their own values and attitudes towards those who are "different?"

b) suggest, by omission or commission, or by overemphasis or underemphasis, that any sexual, racial, or religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of Canadian life?

c) authentically describe beliefs and customs of minority groups and help students to realize that these beliefs and customs are important and meaningful to the groups who hold them?

d) analyze intergroup tension with emphasis upon resolving our social problems in a spirit of fully implementing democratic values and goals.

e) supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial and religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and group humility?

f) include a variety of cultural symbols to which all students can relate?

g) indentify occassions when historical portrayals are no longer accurate for the minority group in terms of a contemporary setting.

h) present social group differences in ways that will cause students to look upon the multi-cultural character of our nation as a positive value?

i) portray sexual, racial, religious, and ethnic groups in our society in such a way as to build positive images--mutual understanding and respect, acceptance, and commitment to ensure equal opportunity for all?

j) assist students to recognize clearly the basic similarities among all members of the human race, and the uniqueness of every single individual?

6. DO THE PROGRAMS AND SUPPORTING MATERIALS IMPLICITLY AND EXPLICITLY CONVEY THE NATURE AND VALUE OF CRITICAL THINKING IN CONSTRUCTING OUR EVERYDAY INTERPRETATIONS OF THE WORLD AND THE PEOPLE WITHIN IT?

Does the program, supporting materials, learning resources and/or teaching techniques suggested:

a) seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a puralistic democracy--to demand freedom and justice and equal opportunity for every individual and for every group?

b) clarify the true historical forces and conditions which played an important role in the development of particular customs or beliefs.

c) help students to understand and appreciate that all people build on knowledge across time and across cultures and that the future depends upon our ability to live tobether in an increasingly interdependent world?

d) go beyond over-simplifications or stereotypes and offer genuine insight into another culture?

e) promote the understanding that we must accept each other on the basis of individual worth, regardless of sex or race or religion or socioeconomic background?

f) subject doctrine or propaganda to assessment through the process of critical thinking.

Appendix C

Audit Reporting Form

CURRICULUM AUDIT REPORTING FORM

(to be used with "Proposed criteria for the review of program and supporting materials with respect to tolerance and understanding")

TITLE: ______________________

__Print __Non-Print

__Curriculum document
__Prescribed resource
__Recommended resource
__Supplementary resource

GRADE(s): ______________

SUBJECT: ______________ REVIEWER: ______________ REVIEWER: ______________ DATE REVIEWED: ______________

CHARACTERISTIC CRITERIA	AGE	RACE/COLOUR	RELIGION	SEX	HANDICAPPED	OTHER CONSIDERATIONS	SUMMARIZING COMMENTS
1. AVOIDS UNFAIR JUDGMENTS							
2. NURTURES A POSITIVE SELF-IMAGE							
3. CONTAINS GENERALIZATIONS THAT PROMOTE UNFAIR OR INACCURATE JUDGMENTS OF INDIVIDUALS OR GROUPS							
4. CONVEYS THAT EXCELLENCE IN HUMAN ENDEAVOUR CAN BE FOUND IN ALL HUMAN GROUPS							
5. DOES IT FAIL BY OMISSION TO ASSIST TEACHER TO DEAL POSITIVELY WITH TOLERANCE AND UNDERSTANDING							
6. CONVEYS NATURE AND VALUE OF CRITICAL THINKING							

DOCUMENT/RESOURCE TITLE ______________________

RATING (check one)
1. Acceptable ____
2. Problematic ____
3. Unacceptable ____

SUMMARY (Evaluative comments and examples of the treatment of tolerance and understanding in this resource)

Recommendations for Action:

1. Acceptable - meets all or almost all criteria at an acceptable level. Faults are few or minor.
2. Problematic - meets most of the criteria of adequacy but suffers from one or more significant faults. Requires revision or instructions for teachers.
3. Unacceptable - has major faults too serious to warrant further use in its present form. Requires extensive rewriting or replacement.

Appendix D

Curriculum Branch Interim Report

ALBERTA EDUCATION CURRICULUM REVIEW

PART I

PUBLICATIONS OF THE CURRICULUM BRANCH

BY:
G.H. Bevan
JANUARY, 1984

TABLE OF CONTENTS

Introduction 1

Procedures 2

Definition of Tolerance 2

Criteria for Judging Tolerance 3

Definition of Minority Groups 3

The Plan for the Review 4

Delimitations and Limitations 5
  Delimitations 5
  Limitations 6

Curriculum Branch Publications 7

Summary of Documents Reviewed 8

Reporting Procedure 9

Criterion #1 - Avoids unfair judgments 10

Criterion #2 - Nurtures a positive self-image 14

Criterion #3 - Contains unfair judgments or generalizations 17

Criterion #4 - Conveys excellence 19

Criterion #5 - Fail by omission 22

Criterion #6 - Conveys the nature and values of critical thinking . . . 25

Summary 28
  Problematic courses 28
  Unacceptable courses 29

Support Documents 30
  Monographs and Manuals 30
  Social Studies Teaching Units 32
  Problematic Teaching Units 33

Recommendations 34

Recommendations in the Short-Term 35
Recommendation #1 - Goals of Education 35
Recommendation #1a - Tolerance For All versus Tolerance For Minorities 36
Recommendation #2 - Curriculum Revision 36
Recommendation #2a - Tolerance and Understanding Supplement . . 37
Recommendation #3 - Revision of Certain "Acceptable" Courses . 37
Recommendation #4 - Developing New Curricula 38
Recommendation #5 - A Tolerance and Understanding Monograph . . 38
Recommendation #6 - Curricula for the Physically Handicapped . 39

Recommendations for the Long-Term 40
Recommendation #7 - Writing Curriculum 40
Recommendation #8 - Document Reprinting 40
Recommendation #9 - Social Studies Perspective and Diploma Requirements 41

Concluding Statement 42

Appendices

Appendix A - Tolerance and Understanding Criteria For Making Judgements 44
Appendix B - Curriculum Audit Focus Statements 46
Appendix C - Audit Reporting Form 49
Appendix D - Curriculum Documents Published by the Curriculum Branch 52
Appendix E - Relating Communication and Critical Thinking Skills To The Four Core Academic Curricula 56

Introduction

On May 12th 1983, Premier Peter Lougheed, in a speech to the Legislative Assembly, directed the Minister of Education:

> "... to have a special review undertaken forthwith of our curriculum to ascertain if there are any practical changes which could be made that would foster greater tolerance and respect for minority groups in our society".

Subsequently, as a part of a Ministerial statement issued on June 27, 1983, Education Minister David King announced that a curriculum review would be undertaken. "Specifically, Alberta Education will conduct an audit of the programs of studies, curriculum guides, textbooks, and other learning resources approved for use by Alberta schools in order to:

-- determine the adequacy of the ways in which tolerance, understanding, and respect for minority groups and individuals are addressed and fostered;

-- identify specific areas where changes are required;

-- recommend appropriate follow-up action to be taken."

This report contains a description of the first part of the Curriculum Branch's activities in carrying out this mandate, as well as the findings and recommendations. Part one deals with the Program of Studies and support documents. The second part which is to follow will cover learning resources.

Procedures

To ensure a uniform treatment of the problem by the various branches involved, a steering committee was established. Membership consisted of:

Adrien Bussiere - Language Services
Frank Crowther - Curriculum
Scotty Day - Curriculum
Irving Hastings - Planning Services
Phil Lamoureux - Language Services
Laura Mann - Curriculum
Rene Marrinier - Program Delivery
Ken McKie - Special Education
Heleen McLeod - Special Education
Marjorie McLeod - Early Childhood
Garry Popowich - Curriculum
Merv Thornton - Curriculum
Amelia Turnbull - Correspondence School
Chairman, George Bevan - Curriculum
Consultants, Martin Adamson - Media & Technology
, Gerry Ewert - Planning Services

Definition of Tolerance

One of the first tasks of the committee was to define the terms "tolerance" and "understanding". This was accomplished by reference to the statement of Desirable Personal Characteristics in the Alberta Program of Studies, where these terms were initially given official status. The word "tolerant" was judged to subsume the meaning associated with "understanding".

Hence, only the former was retained in conducting the study although both appear regularly in the report.

Tolerance, the condition exhibited by a tolerant person, was defined as:

- being sensitive to other points of view, but able to reject extreme or unethical positions;
- free from undue bias and prejudice.

Criteria for Judging Tolerance

From this definition, six criteria for making judgments about tolerance were derived. Modifications were made at the request of the Minister's Consultative Committee on Tolerance and Understanding. The set of criteria were then approved by Dr. R. A. Bosetti, Deputy Minister of Education. A full description of the criteria can be found in Appendix A.

Definition of Minority Groups

A second task was to determine the scope of the phrase "minority groups". At the suggestion of the Minister's Consultative Committee, it was agreed that the curriculum review should be conducted with five categories in mind: by age, race/colour/ethnicity, religion, sex and by handicap (individual differences). To assist curriculum reviewers, a series of focus statements were prepared for each grouping category. These statements are presented in Appendix B.

The Plan for the Review

The review was to be carried out in two stages:

1. Alberta Education publications, including the Program of Studies, curriculum guides and support documents such as manuals, monographs and teaching units;
2. Learning Resources including prescribed, recommended and supplementary.

An orientation workshop of one-day duration was held to acquaint reviewers with the details of the audit, and to train them for the task. Further in-service was provided by each branch as its work proceeded.

A common reporting form (Appendix C) was developed which included three rating categories:

1. Acceptable - meets all or almost all criteria at an acceptable level. Faults are few or minor;
2. Problematic - meets most of the criteria of adequacy but suffers from one or more significant faults. Requires revision or instructions for teachers;
3. Unacceptable - has major faults too serious to warrant further use in its present form. Requires extensive rewriting or replacement.

Following completion of the review of materials at each stage, each branch or unit was to prepare a consolidation. A final, comprehensive summary of the individual reports was then to be written by Dr. Ann Harvey, a consultant hired for this purpose.

Delimitations and Limitations

With the approval of Dr. Bosetti a number of delimitations and limitations were identified.

Delimitations

1. There will be no coverage of:
    1.1 resources/programs used in private schools where these differ from the province's;
    1.2 locally developed programs and accompanying resources;
    1.3 Junior-Senior High School Handbook.
2. A review will be taken, if time permits, of:
    2.1 supplementary learning resources;
    2.2 teacher in-service materials developed by ACCFSS.
3. Where an approved program is in its optional implementation year, two programs (old and new) may concurrently be permitted. Where the old program is to be discontinued as of September, 1984, only the new program and its resources will be reviewed.
4. Out-of-Print Learning Resources - It has not proven possible to locate copies of some approved learning resources because the School Book Branch no longer stocks them since they are out-of-print. Where these books are being used or even if any schools are using them is not known. In the short time available, the branches will make every effort to obtain copies of recommended and prescribed texts but it is conceivable that some will not be audited. A list of out-of-print books which have not been audited will be included in our report.

5. Revised Categories for Learning Resources - When resources were selected for older courses/programs, a different set of resource categories was in place, namely, "primary", "secondary" and "suggested". While these categories resemble the current set (prescribed, recommended and supplementary), the definitions are not identical. Where this situation exists, it is proposed to audit all primary and secondary learning resources that are accessible. They will be listed as prescribed and recommended resources, even though the fit is not exact.

   Supplementary (suggested) resources will be audited if copies can be obtained and if time permits.

Limitations

1. Where programs and resources are not reviewed (see Delimitations) coverage of Alberta documents will be incomplete.
2. Because time and manpower are limited, it will not be possible to have some learning resources audited by more than one person. Thus, there will be an increased likelihood of errors of judgment and a lower than desired level of reliability. However, where a resource has been rated as problematic or unacceptable it will have had at least two reviews.
3. The detection of subtle bias and prejudice and the detection of errors of omission require a high degree of sensitivity on the part of the reviewer. Our reviewers will bring certain perspectives to their work. Other reviewers might have brought a different range of perspectives.

Curriculum Branch Publications

Responsibility for planning and conducting the review of publications was assigned to staff members according to nine areas of the curriculum:

Fine Arts (art, drama, music)

Health

Language Arts

Mathematics

Physical Education

Practical Arts (Business Education)
(Home Economics)
(Industrial Education)

Science

Social Studies

Social Sciences.

Three classes of documents were examined:

1. Legal - Program of Studies;
2. Service - Curriculum Guides;
3. Support - Teacher's Manuals, Monographs, Teaching Units, etc.

The Program of Studies contains, for each course or subject prescribed by the Minister, a statement of rationale and philosophy, the goals and objectives of the course, an outline of content to be covered, sometimes in the form of a scope and sequence chart, and a list of prescribed learning resources. Because the content statements listed in the Program of Studies have been approved on a subject-by-subject basis by the Minister of Education under Section 11 (2) (a) of the School Act, these statements have the force of law.

Curriculum guides are service documents prepared for use by teachers. They do not have legal status, except for sections reproduced from the Program of Studies. Guides consist of basic statements from the Program of Studies plus expanded statements of content, suggestions for instruction and pupil evaluation, time allocations and lists of recommended and supplementary learning resources.

From time to time Alberta Education publishes manuals and similar documents for the further assistance of teachers. These have no legal status whatsoever.

Summary of Documents Reviewed

Alberta's Program of Studies has been published in three parts: for Elementary, Junior High and Senior High grades. For each section, all courses were reviewed except for Modern Languages which were dealt with by the Language Services Branch.

Curriculum guides were examined as follows:

elementary - 9
junior high - 13 (includes two home economics guides)
senior high - 61
TOTAL - 83

Support documents subjected to review numbered 17, plus 19 social studies teaching units.

A complete list of all guides and support documents can be found in Appendix D.

Reporting Procedure

The procedure followed in reporting results has been to report by exception, using the six criteria for judging adequacy and applying these across the five minority group categories. Inevitably, in this process of aggregation from the level of a single course to the level of the entire Program of Studies, generalizations are required. Unfortunately, as a result, a great amount of course-level data may be lost. To provide those for whom this document is intended with an opportunity to verify the report's conclusions, the original evaluation forms have been retained and will be made available upon request.

In every case, program of studies statements and curriculum guides were rated by at least two auditors. Auditors were either experienced teachers, supervisory personnel or regional office consultants. Most auditors were members of curriculum committees. In some cases, the auditors worked as a team and in other cases they worked independently. In the event the final ratings made by independent judges differed, the document was submitted to a third evaluator for arbitration.

Completed evaluations were collected by an associate director of curriculum who then compiled a summary statement for that curriculum area. Copies of these reports have been appended to this document. Portfolio reports by associate directors form the basis for this Curriculum Branch report.

Results

Program of Studies and Curriculum Guides

Although it is common to hear people refer to the "Alberta Program of Studies", there are really three separate documents, for elementary, junior and senior high schools. All courses which have been prescribed by the Minister are listed and briefly described in the three volumes. With certain rare exceptions, e.g., health, social studies and language arts, the very brevity of the content descriptions tends to rule out an in-depth application of the six criteria selected for judging tolerance and understanding. It is not surpising, therefore, to find that in relatively few instances is there serious criticism directed at the curriculum as outlined in the Program of Studies.

Content statements were reviewed as follows:

Elementary - 9, all subjects but French

Junior High - 13, all subjects but modern languages

Senior High - 61, all subjects but modern languages and Latin.

In virtually every case, the content description covers 3 or 6 grade levels or a series of two or more high school courses.

Criterion #1

WHERE JUDGMENTS OF OTHERS ARE TO BE MADE, DO THE PROGRAMS AND SUPPORTING MATERIALS PROMOTE FAIR ASSESSMENTS, AVOIDING UNFAIR OR INACCURATE JUDGMENTS BASED ON ALLEGED GENERAL CHARACTERISTICS RELATING TO RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR HANDICAP?

Abbreviation - Avoids unfair judgments.

The first criterion asks two things: whether curriculum statements promote fair assessments of minority groups; and whether the curricula avoid the making of unfair judgments of minority groups, based on alleged general characteristics. These requirements are the two sides of the same coin. In addition, the underlined phrase is virtually synonymous with "based on stereotyping".

Obviously, making judgments of others may or may not be an integral part of a course curriculum. For the large majority of subjects in the Program of Studies there is no expectation for students to make judgments of individuals or minority groups which are based on alleged general characteristics. That does not mean that stereotyping does not occur incidentally. What it does mean is that the instructional objective of making judgments of others is not at the root of most stereotyping.

In certain courses, language arts, social studies/social sciences, law and marketing, students may be called upon to make judgments of persons directly or through their cultures. In senior high language arts the judgment of characters in literature requires that evaluations be made but it is expected that teachers will guide students toward evaluations which are fair.

Teachers of the social sciences, in most cases, are given specific instructions as to how judgments of others or of events are to be made. In psychology, for example, students are asked to use accurate information as a basis for their judgments. In History, greater specificity is provided to students to lessen cultural bias. Students are asked to detect ethnocentrism, a culturally distorted view of the beliefs of other people. This exists when one interprets or judges another culture by the standards and practices of one's own. To detect cultural bias in an author's description of a foreign society, one should notice whether the writer relies on opinions rather than facts; takes into account other people's observations; chiefly examines both primary and secondary evidence provided by others; clearly states personal biases; becomes immersed in the culture under study; and avoids quick moral judgments about life in the other culture.

Students are also asked to be aware of stereotyping which is a form of cultural bias; the process of applying fixed concepts concerning what a group of people are like and transmitting them to future generations. With respect to the social studies program, the audit reports are unanimous in their positive assessment on this criterion. The curriculum explicitly and continually directs teachers, and thereby students, to reflect upon their judgments and decisions in regard to values associated with human dignity and justice. The process of social inquiry, which provides the basis for inquiry into all topics at all grade levels, encourages objective analysis of a full range of alternatives on an issue before decision making is undertaken.

The emphasis of the Practical Arts is on the development of specific abilities and this emphasis does not necessitate the making of judgments of others. There are numerous references to the students' interactions with individuals and groups, but this does not demand any assessment. Exceptions to this general statement are the curriculum documents of the Law and Marketing courses. In both cases, appraisals of people have to be made. However, in the case of Law, these decisions are based on the study of the rule of law, with human rights provisions intervening to ensure that no unfair or inaccurate judgments are made. The Marketing Curriculum Guide does have a problem in failing to give sufficient direction to the teacher on the subject of marketing strategies for minorities, such as age, gender or racial groups. The oversight was judged to be sufficiently serious to merit a "problematic" rating for the marketing curriculum.

Other instances in which this judgment criterion can be considered to have been satisfactorily met are in elementary health and elementary physical education. In the former case, one of the course objectives is developing respect for individual differences. Pupils are expected to have respect for the opinions and rights of other. Physical education teachers have as their goal the mental, social and emotional development of children, as well as the physical. By stressing competition against oneself and achievement of one's personal best, the uniqueness of the individual is emphasized and the making of invidious comparisons and judgments avoided.

Because instances have not been identified where unfair or inaccurate judgements of minorities have been built into the curriculum, one should not conclude that this criterion has been perfectly met. Too many instances of the use of what is commonly referred to as "sexist" language, of illustrations portraying traditional male/female roles and of Caucasians, were found for those who write curriculum to feel comfortable on this score. Unintended stereotyping of minorities can produce unfair judgments with the same facility as can stereotyping which is built into the content of the curriculum. Except for Marketing, the courses making up the Program of Studies were rated as "acceptable" on this criterion.

Criterion #2

DO THE PROGRAMS AND SUPPORTING MATERIALS HELP TO NURTURE A POSITIVE SELF-IMAGE IN ALL STUDENTS BY TAKING AN ESSENTIALLY POSITIVE APPROACH TO HUMAN SIMILARITIES AND DIFFERENCES ARISING FROM RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR HANDICAP?

Abbreviation - Nurtures a positive self-image.

The essence of the second criterion is the nurturing of a positive self-image in all students regardless of differences which might arise from membership in certain minority groups. Curricula can promote the development of a positive self-concept in three basic ways. These are: by creating a classroom atmosphere or ethos in which all children are seen as equals by teachers and their peers; by the direct study of cultural and religious minorities using materials which portray these groups in a sensitive manner; and by designing into the curriculum opportunities for successful achievement.

All of these approaches are used to some extent in the Alberta Program of Studies although all three do not occur consistently and explicitly across all courses and programs.

Acceptance of others not only as equals but as being "good" or "worthy" just as they are, is the underlying principle of the methods described above. In language arts, the introductory statement in the Program of Studies provides a clear direction for teachers:

- Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.

- The role of the school includes helping students to recognize, appreciate and respect language differences.
- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

The study of other cultures and ethnic groups in social studies creates a direct opening for the curriculum to stress the development of a positive self-image. Attitudinal objectives make frequent reference to "appreciation for ... newcomers", ... "empathy for their identity", "contribute to .... backgrounds", etc. There is also the clear assertion through the curriculum that as students are able to discover, research and work towards the resolution of important social issues, they will come to feel, and be, efficacious.

The direct approach to nurturing a positive self-image is used in the elementary health program. Here, a major program theme is "self awareness and acceptance", which comprises twenty percent of the course content at each grade level.

Modifying curricula to meet the needs of individual students is an expectation of all teachers, although this expectation is not usually made explicit in curriculum documents nor are clear directions given to teachers as to how this might be accomplished. A conspicuous departure from this rule has been the development of special programs of studies for the five categories of handicapped pupils.

Deliberately varying the activity or expected level of performance to accommodate the different aptitudes of pupils is possible only in certain subjects such as physical education, the fine arts and the practical arts. Helping a child to experience success and enjoyment, and thus to nurture a more positive self-image, is an important purpose of physical education. The curriculum has been designed to meet the needs of children with a range of physical attributes and abilities.

Sometimes, the nature of the discipline almost rules out direct references to most minority groups, as in the case of mathematics and science. Still, more could be done in the way of portraying the sexes as equals through the use of non-sexist language and through the judicious selection of illustrations involving representatives of a variety of minority groups.

On the second criterion, all statements but one in the Program of Studies were judged to be acceptable. The Senior High Physical Education statement was rated as problematic because of the inclusion of "dance" as a core or compulsory activitiy for students. Some parents object to the participation by their children in dancing, on religious grounds. A second, and even more critical weakness is the omission of activities for the handicapped. Physical fitness is a goal for all.

The curriculum does not by itself create a positive self-image in children. As Merv Thornton points out, "It is successful teaching and learning that is the deciding factor". If pupils could master the knowledge, skills and attitudes contained in every program, everyone's self-image would be enhanced.

Criterion #3

DO THE PROGRAMS AND SUPPORTING MATERIALS CONTAIN EITHER IMPLICIT OR EXPLICIT GENERALIZATIONS RELATING TO RACIAL OR ETHNIC ORIGIN, RELIGIOUS AFFILIATION, AGE, SEX OR HANDICAP THAT MAY TEND TO PROMOTE UNFAIR OR INACCURATE JUDGMENTS OF INDIVIDUALS OR GROUPS?

Abbreviation - Contains unfair judgments or generalizations.

The close resemblance between this criterion and the first one should be noted. The chief distinguishing feature between the two lies in how the making of unfair judgments is handled. In Criterion #1 the curriculum should promote fair judgments (and the avoidance of unfair judgments based on alleged minority group characteristics). On the other hand, Criterion #3 requires the absence in the curriculum of explicit or implicit generalizations, relating to minority groups, leading to unfair judgments.

Hence, in applying the third criterion, reviewers were looking for offensive material. For the most part, they found very little, except as noted below, to which they could object. As a result, only the secondary physical education curriculum guide was rated "unacceptable".

In some programs, where the specific purpose is to draw attention to the individual as opposed to a group of pupils, male pronouns have been used throughout the document. While not intended to reflect negatively on the status of females, this language usage might be so construed.

Curriculum documents which have been published in the last year or so tend to have been written more carefully than those developed a few years ago. Care has been taken to exclude gender references through the use of the words "teacher" and "student". Nonetheless, male-oriented terminology such as "salesman" creeps into documents from time to time.

Recent publications such as the ones for elementary health and elementary physical education are purposefully written to avoid stereotyping. Pictures throughout the physical education curriculum guide depict children of both sexes and diverse ethnic origins and colour participating together in activities. Unfortunately, this happy situation does not exist in a number of Practical Arts guides and the Mathematics 15-25 guide. Here, the illustrations present men and women in traditional roles or leave out women entirely.

As indicated earlier in the discussion of Criterion #2, the Secondary Physical Education Curriculum Guide was rejected. Having been written in 1966, this guide is obviously outdated in its attitude toward females. In the words of the reviewers "The pictures and a number of comments are blatantly stereotypical in nature". The descriptions of the major activities are "all written for males and the pictures show only males".

Furthermore, this document was written for "normal" children, resulting in the complete omission of any reference to physical activities for handicapped children.

While no major systematic deficiencies were noted in social studies or the social sciences, some documents were described as containing "sexist" language. Possible discrimination against individuals or groups through simplistic classification was noted in the Political Science guide, and certain overgeneralizations were detected in Religious Studies. However, the social studies curriculum stresses the importance of "generalization" as a social science procedure and generalizations will frequently be limited by ideology and other factors. For example the generalization "The world is characterized by problems of overpopulation and resource distribution" (grade 11) could be interpreted as implying that technical solutions should be applied to questions of human value.

Across the vast array of curriculum statements, there is little to offend, when Criterion #3 is applied.

Criterion #4

DO THE PROGRAMS AND SUPPORTING MATERIALS CONVEY THAT EXCELLENCE IN HUMAN ENDEAVOUR MAY BE FOUND IN DIFFERENT WAYS IN ALL HUMAN GROUPS?

Abbreviation - Conveys excellence

Criterion #4 is one of the more difficult criteria to deal with directly through the content of the curriculum. Some subjects, particularly language arts, fine arts and the social sciences, lend themselves more readily than others to a study of diverse groups and cultures. Most subjects, however, are more technical in nature as with mathematics and the sciences, or are confined to a single culture, as in the case of health. Under these circumstances, conveying the notion that excellence in human endeavour can take many forms or that it can be found universally, must be accomplished through implicit means.

While the content of a number of courses promotes the view of excellence as a universal human trait, few statements to that effect are found in the Program of Studies or in curriculum guides. Lists of goals and objectives do not include explicit references to this criterion. All is not lost, however. The documents for junior high and senior high language arts, elementary and senior high art, and junior high music support implicitly the concept of excellence in human endeavour. In senior high language arts, a wide range of literature is listed and expected to be taught. This literature provides many examples of the endeavours of men and women, young and old, as well as representatives of various races and religions and the handicapped. In many cases the excellence of these endeavours is treated explicitly as well as implicitly.

Three curriculum guides deal explicitly with the idea of excellence in various human groups. The senior high art guide puts emphasis on historical perspectives in art from many nationalities, for example, Greco-Roman, Oceanic, African, Aztec, Egyptian and Canadian. The elementary art guide emphasizes excellence but does not cite specific human groups. The secondary music guide includes an objective: "increasing student awareness of and sensitivity to music of his own and other cultures past and present".

The social studies curriculum promotes sensitivity and appreciation to diverse human values and achievements in significant ways. The rationale is explicit that "schooling must demonstrate sensitivity to the values of community, parents and social institutions while assisting students to deal in positive ways with the value conflicts that exist in the real world (P.4). Further, by explicitly identifying "distinctive human values" in diverse cultural, political and economic contexts the curriculum attempts to promote values of universal human dignity.

The major deficiencies of curriculum documents with respect to Criterion #4 are through missed opportunities. When great accomplishments are being described, the use of examples should involve individuals from a variety of racial backgrounds, male and female, younger and older. This action would increase the probability of achieving a satisfactory rating on this criterion. Newer curriculum guides such as the one for computer literacy display this feature. In particular, references to the handicapped, to both genders and to various age groups could be included in the history of mathematics and the sciences.

In the same vein, and of an even more serious nature, is the absence of activities designed for the physically handicapped. Without an opportunity to participate in a meaningful way in physical education, the concept of excellence takes on a rather hollow meaning for this group. This omission is noted despite the promising statement in the new elementary physical education that integration of the handicapped with other students is expected.

As mentioned earlier, due to their narrow technical nature, subject areas such as the practical arts have little opportunity to demonstrate explicitly that excellence is not limited to specific groups. However, it could be argued that, because curriculum guides present their objectives for developing skills and abilities without reference to age, gender, race, creed or handicap, they are fulfilling indirectly the goal of the fourth criterion. A particular example of this is in the Business Education Curriculum Guides for Typewriting, Shorthand, Office Procedures and Recordkeeping. These traditionally female oriented areas are presented in a gender-neutral manner. Also, the Food Studies and Clothing and Textiles Curriculum Guides present other cultural modes of dress and food preparation in a positive manner.

While most curriculum documents do not attend to this criterion directly or indirectly, it must be emphasized that there are no instances in any of the documents in which the endeavours of any human groups were disparaged.

Criterion #5

DO THE PROGRAMS AND SUPPORTING MATERIALS, BY OMISSION, FAIL TO TAKE ADVANTAGE OF CONTENT OR TECHNIQUES THAT COULD ASSIST THE TEACHER IN DEALING POSITIVELY WITH TOLERANCE AND UNDERSTANDING?

Abbreviation - Fail by omission.

The underlying assumption in this criterion is that programs and supporting materials should not only contain content which deals positively with tolerance and understanding, but which, in addition, should provide techniques or instructional strategies to assist teachers in achieving this objective. The criterion also begs two further questions. Does appropriate content for the purpose exist and are sound instructional strategies known? Secondly, can the curriculum documents for individual courses and programs legitimately include such content and techniques in the absence of a specific reference to fostering tolerance and understanding in the Goals of Education for the Province of Alberta? Neither of these questions will be addressed in this report. They are raised as issues which must subsequently be considered.

The content omission aspect has been covered in some depth in dealing with criteria 1-4. If recognition of the existence of minority groups through the presence of explicit content in the curriculum is required to satisfy this criterion, then it must be admitted that there are some significant omissions. Mention has already been made of lack of provision for, and coverage of, individuals with handicaps. While the neglect is especially glaring in physical education, much more could be done in other subjects such as computer literacy, the fine arts and the practical arts. In defence of the authors of these documents, it should be pointed out that the integration of handicapped pupils is a comparatively recent phenomenon. Concern for the safety of the handicapped is frequently cited as the reason for their exclusion from potentially dangerous activities. Care must be taken to see that this quite legitimate concern does not lead to the complete removal of handicapped pupils from entire segments of the learning environment.

As was noted earlier, the curricular nature of a major portion of the Program of Studies does not lend itself to the introduction of content dealing with specific groups. Hence, the absence of any reference in business education and industrial education to cultural/ethnic minorities and age groups is not a failure to meet this criterion. Similarly, in the sciences and mathematics there are only marginal opportunities to include relevant content dealing with minority groups and individuals. Certainly more could be done in all these instances to broaden the reference groups, through examples and pictures, to include representatives of groups other than young male Caucasians.

With respect to assistance for teachers in dealing positively with tolerance and understanding, the picture is a pretty dismal one. Even in the case of social studies which goes to considerable lengths to help teachers in this regard, problems have identified. Content descriptions tend to reflect ethno-cultural considerations and not those associated with age, sex and handicap.

It is probably safe to say that the most serious deficiency found in curricular documents has been the lack of direct guidance for teachers in the use of the content to achieve greater tolerance and understanding. While the course content itself in some instances makes possible the fostering of these attitudes, little or no help is provided teachers through recommended techniques for use in the classroom. One exception is the Annotated List of Novels for senior high language arts. This document identifies for teachers situations in the novels which contain obvious intolerance and suggests ways of dealing with it.

Methods of dealing with examples of obvious intolerance should already be known or readily devised. For example, there is no reason why physical education teachers should not be informed in the physical education guides of the need to make alternative provisions for pupils who because of religious affiliation are not permitted to engage in dance activities.

For the reasons stated, the rating of programs and support materials on this important criterion is not a very positive one.

Criterion #6

DO THE PROGRAMS AND SUPPORTING MATERIALS IMPLICITLY AND EXPLICITLY CONVEY THE NATURE AND VALUE OF CRITICAL THINKING IN CONSTRUCTING OUR EVERDAY INTERPRETATIONS OF THE WORLD AND THE PEOPLE WITHIN IT?

Abbreviation - Conveys the nature and values of critical thinking.

The final criterion, critical thinking, forms the cornerstone of the analytical framework which has been selected to examine the curriculum and its contribution to tolerance and understanding. The possession of the ability to think critically is seen as an important prerequisite to the application of that ability in making appropriate judgments about the world and the people within it.

That Alberta Education is solidly committed to this view can be easily demonstrated by referring to pages ix-x of the recently revised Program of Studies for Elementary Schools. In this document, the critical thinking skills, combined with the skills of communication, have been assigned a top instructional priority. The reference is reproduced in full below:

> "Communication and Critical Thinking Skills
>
> The notion of basic skills is widely held by educators. Of the many learning skills usually included in this category, none are of greater importance than those which make up communication and critical thinking.
>
> Communication skills and critical thinking skills are shared by all subject areas. They are common strands holding the various subjects together, although they are not always called by the same names. The chart on page x illustrates the different ways in which these two important learning outcomes are covered in four subjects.
>
> The importance of these two areas of skill development is so great that they have been included as expected learning outcomes for all subjects. Teachers are expected to take appropriate steps in planning instruction to ensure that students do acquire these vital skills."

Appendix E contains a copy of the chart referred to in the statement above.

Current versions of the junior and senior high programs of studies do not contain general or introductory statements of this kind. The secondary programs are scheduled for revision in the near future.

To satisfy fully the criterion of critical thinking, the curriculum would have to contain a number of instances in which the skills of critical thinking were applied directly to situations involving judgments of people, and minority groups, in particular. This is rarely the case.

Critical thinking skills and their development are emphasized (in some cases, strongly) in all Programs of Studies in language arts and in elementary and senior high art, and in senior high drama. A major emphasis in the senior high language arts program is on the development of critical thinking skills which include ability to deal with persuasive and propaganda techniques and faulty reasoning. The critical thinking in these programs tends to be on the skill in general rather than in dimensions specific to age, race, sex, religion or handicap.

Teaching students how to approach issues through a systematic decision making model is an integral part of the new elementary health program. Pupils are taught to reflect on the consequences of their choices not only for themselves but for others. In the Personal Living Skills program for high schools, students are expected to consider the perspectives of other age groups in their decision making.

Social studies in Alberta is characterized by its dual emphases on critical thinking and sensitivity to community values. The "process of social inquiry" is a generalized approach to the critical analysis of social issues. The emphases on "competing values", "tests of moral reasoning", "decision making" and "reflection before action" illustrate ways through which critical thinking is fostered at all grade levels.

All science curriculum guides address the importance of critical thinking in a general way. The Physics Curriculum Guide illustrates the cultural influence in scientific thinking, as well as the limits and value of critical thinking. Mathematics has also proven to be an appropriate subject through which to develop the ability to think critically, i.e., problem solving. Each of the curriculum documents contain explicit statements which describe the nature of problem solving with specific reference to appropriate subject matter concepts, skills or activities (strategies).

A major component of most programs in the Practical Arts is the development of critical thinking and its practical applications. There is just such an element in the Business Education Programs of Study, which states one of its objectives as being the development of thinking strategies and problem solving abilities of the students. Another example is in the Food Studies Curriculum Guide which has an objective of acquiring "knowledge and skills for informed decision making".

From the foregoing, it should be clear that developing the critical thinking faculties of children is a major goal of the curriculum. Pupils are expected to apply these skills in a wide array of problem solving and decision making situations. Even though many of the problems involve mainly objective data, few are free of the need to apply values and moral reasoning.

Of the six criteria, the final one dealing with critical thinking is the requirement which is best fulfilled by the Alberta curriculum.

SUMMARY

None of the documents which were reviewed could be rated as "perfect". All suffered from minor flaws, usually in the form of male-dominant language or a tendency to stereotyping male/female roles, and, more seriously, the omission of references to members of certain minority groups, particularly the aged and the handicapped.

Of the 83 subjects prescribed in the Programs of Studies and associated curriculum guides, 78 were found to be acceptable, three guides were problematic and two unacceptable.

Problematic Courses

Religious Studies, Political Science and Marketing were rating as "problematic"[1]. The first mentioned was criticized for its restriction of "great" religions to those practiced in the developed countries. A tendency for oversimplification and overgeneralization with respect to particular beliefs was noted. The guide fails to exploit numerous opportunities with respect to the treatment of the sexes, the aged and the handicapped.

Political Science was also judged to be narrow in its outlook. There is a pronounced bias toward representative democracy and little evidence of the acknowledgement of the existence of non-Western political thought. Again there are no references to various age groups, to the sexes or to the handicapped.

---

[1] A problematic rating is given when a document meets most of the criteria of adequacy but suffers from one or more significant faults. It then requires revision or instructions for teachers.

Marketing 10-20-30 received a "problematic" rating because these courses concentrate their attention on a standard consumer group. Marketing strategies which could be utilized with various minority groups have been neglected.

Unacceptable Courses

Two subject guides, for Philosophy and Secondary Physical Education, were assigned an "unacceptable"[2] rating.

Philosophy. The goals of this subject are quite consistent with the promotion of tolerance and understanding. However, because of its strong orientation to classical Western philosophical thinking, other major philosophies are effectively excluded. Two other significant defects were reported: the repeated references to "man" without ascribing equal status to women; and the omission of religion as an aspect of philosophy.

Secondary Physical Education. The serious deficiencies noted in this document include: a generally patronizing approach to females and athletic activities, and the total dedication of the program to "normal" children.

---

[2] An unacceptable rating is given when a document has major faults too serious to warrant further use in its present form. It then requires extensive rewriting or replacement.

Support Documents

Listed in Appendix D are 17 monographs/manuals and 19 Social Studies Teaching Units. These were produced by Alberta Education to assist teachers in the implementation of certain courses. The majority of these documents, 23 of 36 to be exact, were developed in one subject area, social studies. These figures are indicative both of the difficulty teachers faced in teaching this course, and also of the tremendous efforts made by the department to assist them.

Support documents have a much narrower focus than do curriculum guides. Usually, these publications have been produced to meet a single specific need, e.g., Viewing in the Secondary Language Arts. Monographs and manuals concentrate on methodology or instructional activities, as a rule. Only infrequently do these documents expand on the content which has been described in the Program of Studies and in curriculum guides.

Because of the dissimilarity between the Program of Studies on the one hand and support documents on the other, it was felt inappropriate to report on the latter group of documents in the same manner as for the former. Instead the results of the review of support documents will be made without reference to the six criteria. Again, only exceptions will be discussed.

Monographs and Manuals

In general, there is little in these documents that could offend nor is there much to recommend. They are basically neutral in terms of promoting tolerance and understanding of minority groups and individuals. To attempt to "correct" this shortcoming would be to distort the purpose or intent of the publications. There are better ways of accomplishing the goal of furthering tolerance and understanding without risking the destruction of the credibility of these valuable support materials with teachers.

Three publications stand apart from the remaining fourteen. These are the Annotated List of Novels for secondary language arts, the elective time unit in grade 5 social studies "Should Individual Differences Influence The Way People Treat Each Other?" and the Teacher-Student Activities in Economics materials, also used in social studies, grades 1-12.

The Annotated List of Novels was cited earlier for its attempts to alert teachers to instances of obvious bias in novels studied in senior high language arts. To enable teachers to present a balanced perspective for students, additional sources are suggested for reference.

The elective time unit, "Should Individual Differences Influence The Way People Treat Each Other?" was developed in Calgary by the Society for the Prevention and Elimination of Discrimination and Stereotyping (S.P.E.D.S.). The Curriculum Branch's role regarding this unit was to finance the publication of the document. The reviewers of the S.P.E.D.S. materials were unstinting in their praise. The unit could easily be used as a model for the development of similar materials dealing with other minorities, i.e., aged, race/colour and sex.

Reviewers of Teacher-Student Activities in Economics for Grades 1-12 rated these materials as acceptable. Positive comments included:

Division II - portrays the roles of men and women equally;

Division III - encourages critical thinking;

Division IV - deals with economics in a non-judgmental way. The material encourages the critical analyses of economic problems.

Two additional items are worthy of mention.

Teaching the Elective Portion of the Social Studies Program encourages students to critically think about a variety of sensitive issues and to recognize that differing viewpoints result from differing value positions. Students are to explore their own background and role in society. In addition, many ethnic and cultural groups are suggested for study and students are encouraged to form their own generalizations using the inquiry process. These activities promote tolerance and understanding.

The Handbook for Unit Planners indicates the need for tolerance and understanding by suggesting the need for plurality of viewpoints in approaching cultural diversity. It is an excellent resource to help structure courses and includes many good samples. However, it should be updated to be consistent with the 1981 curriculum.

In summary, all monographs and manuals were found to be acceptable.

Social Studies Teaching Units

Nineteen teaching units were developed to accompany the 1978 Social Studies program and the 1981 revision. The nineteen, listed in Appendix D, represent approximately half of the 34 units which constitute social studies, grades 1-12.

Of all the curricula which make up the Program of Studies, none sets out as deliberately as social studies does to promote tolerance and understanding. The essence of the social enquiry model is to develop and apply the skills of critical thinking to the study of a social problem or issue, and thereby to achieve a comprehensive understanding of all sides of that problem or issue.

While there are occasional lapses in the use of language, and significant omissions of certain minorities from both illustrations and text, on the whole, the reviewers found the teaching units to be well written and to possess the potential to make a valuable contribution to the furtherance of tolerance and understanding. Nonetheless, four of the nineteen units were rated as "problematic".

Problematic Teaching Units

Teaching units placed in the "problematic" category were:

Unit 2C - Should Some Services Be Provided In All Communities?

Unit 5B - Should Canada's Regions Share Their Natural Resources?

Unit 8B - How Should We Relate To Our Legal System?

Unit 9B - Should Governments Restrict Personal Freedoms in the Interest of The State?

Unit 2C was criticized because the historical case study of an Indian tribe could reinforce the stereotype that Native people still live in the manner described, or that Natives as a group or the particular tribe no longer exist. In a second case study, the value question invites children to make a negative comparison between their homes and the dwellings of the cultural group being studied.

Unit 5B drew criticism because the accompanying text was dominated by males and because of the absence of references to the handicapped. More serious concerns arose from the coverage of traditional European settlers only, and the oversimplified references to Native people. The reviewers also pointed out that students should be encouraged to investigate the impact of industries on all people and not just the so-called "normal" ones.

Unit 8B was rated as "problematic" because of a serious oversight, minorities are almost totally omitted from the unit. While "juveniles and the law" is well handled, ethnic, religious, female and handicapped groups are not mentioned.

Unit 9B was judged to have "the potential to be problematic because individual freedom does not receive enough emphasis when compared to government control (interest of the state, e.g., U.S.S.R.). The glorification of the achievements of the state (U.S.S.R.) is not counterbalanced with human cost, i.e., loss of life due to starvation/famine, replacing the church with the state. The unit could make more comparisons to the Canadian way rather than the U.S.A. The unit does acknowledge bias and stereotyping, in notes to the teacher.

To summarize, nineteen of the 23 Social Studies Teachings Units were rated as "acceptable", while the remaining four were found to be "problematic".

Recommendations

Terms of reference for those conducting the curriculum review were listed earlier. They are repeated to remind the reader of the framework from which this report's recommendations are derived. Three specific activities were included in the Honourable David King's June 27 directive. Alberta Education was to:

1. determine the adequacy of the ways in which tolerance, understanding, and respect for minority groups and individuals are addressed and fostered;
2. identify specific areas where changes are required;
3. recommend appropriate follow-up action to be taken.

The adequacy of Alberta's Programs of Studies, curriculum guides and other support documents has been assessed, using the six criteria developed for this purpose. With 78 of 83 curriculum documents rated "acceptable", one might conclude that Alberta Education has not done a bad job, overall, in promoting tolerance and understanding of minority groups. Similarly, when the findings from the review of support documents are examined, only 4 of 36 were rated less than acceptable. On the face of it, this is a fairly satisfactory performance, considering that the need to foster tolerance, understanding and respect for minority groups and individuals has only recently been made explicit.

The recommendations for follow-up action have been divided into two categories: short-term and long-term. As desirable as it may be to remedy deficiencies immediately, the changes required might involve the republication of dozens of documents. This cannot be accomplished overnight, nor is such drastic action essential when other simpler solutions may temporarily suffice.

Recommendations in the Short-Term

Recommendation #1 - Goals of Education

The Goals of Education and Schooling and Developing Desirable Personal Characteristics statements should be revised to include specific references to the fostering of tolerance, understanding and respect for minority groups and individuals.

Rationale. Not only are there serious questions regarding the definitions of terms, but, as Frank Crowther has pointed out, it seems unreasonable to expect curriculum guides to attempt the accomplishment of this objective when there is no mention of minority groups in either of the crucial source documents.

Since the Minister of Education has already asked the Curriculum Policies Committee to review the Goals of Education and Schooling with precisely this purpose in mind, this recommendation may be partially redundant.

Recommendation #1a - Tolerance For All versus Tolerance For Minorities

It is further recommended that the relative merits of including a general educational goal dealing with the fostering of tolerance, understanding and respect for others be weighed against the specific educational objective of fostering the same attitudes toward minority groups and individuals.

Rationale. There is a risk associated with any attempt to limit the advocacy of tolerance, understanding and respect to "minorities". Not only does a problem of definition arise, but the concept of affirmative action itself, no matter how well meant, could easily turn out to be counterproductive. Acceptance of all persons as worthy and as equals might be a more defensible principle.

Recommendation #2 - Curriculum Revision

It is recommended that the five courses judged to be "problematic" or "unacceptable" and the four Social Studies Teaching Units rated as "problematic" be revised to correct the fualts which have been identified.

Rationale. In the opinion of the various reviewers, these guides and units either suffer from significant faults or possess major fault too serious to warrant further usage in their present form. That indictment alone should be sufficient to convene ad hoc committees to remedy the situation.

In defense of Alberta Education, it should be noted that the four offending curricula are all older (1966-1976) courses. Furthermore, the senior physical education program is already undergoing revision. The three social science curricula are also being considered for revision, with action awaiting the completion of the secondary education review. A delay of three or four years in curriculum revision is thus possible.

Recommendation #2a - Tolerance and Understanding Supplement

In view of the probability of delay, it is recommended that a "Tolerance and Understanding" supplement to the curriculum guide be prepared by Alberta Education for each of the social science courses rated as "problematic". The supplement is required as an interim measure to provide assistance for teachers in correcting the identified deficiencies.

Recommendation #3 - Revision of Certain "Acceptable" Courses

It is recommended that special curriculum supplements be prepared for biology and elementary physical education to correct defects which were noted during the review. In biology, the guidelines for the Handling of Sensitive Issues should be expanded to cover issues relating to age, sex, race/ethnicity and the handicapped.

In physical education, an immediate start should be made on the development of an alternative program of activities for the physically handicapped.

Rationale. Although both of these programs were rated as "acceptable", the deficiencies recorded by reviewers are too important to defer action leading to reform. Physical fitness is just as important for physically handicapped children as it is for others. Provision must be made in the curriculum to satisfy this need, subject to the limitation of facilities and a concern for proper conditions of safety.

Recommendation #4 - Developing New Curricula

It is recommended that the six "tolerance and understanding" criteria, developed especially for this review, now be employed in the development of future courses. The criteria should also be brought to the attention of any committees which are currently engaged in curriculum development.

Rationale. The six criteria constitute an additional set of standards for curriculum builders. With proper attention being paid by developers to these criteria, the likelihood of producing documents which address and foster tolerance, understanding and respect for minority groups and individuals will sharply increase.

Recommendation #5 - A Tolerance and Understanding Monograph

It is recommended that Alberta Education proceed as soon as possible with the preparation, and wide distribution, of a monograph designed to assist teachers to nurture tolerance and understanding in the classroom. Such a guide should not be subject or grade specific but should attend to procedures teachers can take in any classroom to ensure that they are promoting tolerance and understanding of individuals and minority groups.

Rationale. The goal of greater tolerance and understanding can be only partially accomplished through curriculum. Of equal or greater importance are how a teacher relates to children and what the teacher does with the curriculum in the classroom. Since some years will pass before all curriculum documents are modified to meet the criteria, it is imperative that teachers be made aware of promising strategies they could incorporate into their classroom operations.

Recommendation #6 - Curricula for the Physically Handicapped

It is recommended that an immediate start be made on developing a monograph for modifying the curriculum for physically handicapped.

Rationale. Many physically handicapped who have been integrated into regular classrooms are systematically excluded from certain courses or from substantial portions of those courses. Being "different" should not always lead to automatic exclusion from potentially fulfilling or satisfying experiences.

The whole area of the handicapped in regular programs has been virtually ignored in provincial curricula. Present documents could serve as a basis for planning by teachers who have handicapped students in their classes. While the monograph can contain general principles for teaching students who are handicapped, specific information should also be provided for activities in particular subjects, except for physical education. The monograph should address issues such as safety, implications of class size, modifications to equipment, and alternate equipment, supervision, possible restriction on the use of specific tools and machines and processes that could be hazardous.

The recommendation could be carried out by the Curriculum Branch in cooperation with Special Education Consultants by bringing together a committee of teachers selected from those teaching handicapped students.

Recommendations for the Long-Term

Recommendation #7 - Writing Curriculum

It is recommended that Alberta Education modify current practices and procedures for the production of curriculum documents to ensure that all Program of Studies statements and curriculum guides include:

1. a goal which promotes tolerance and understanding;
2. instructions for teachers to enable them to deal with tolerance and understanding in a positive manner;
3. where applicable, the use of gender non-specific terminology;
4. illustrations and photographs depicting males and females in a variety of roles, traditional and non-traditional, and showing people from various ethnic, age and handicap groups.

Furthermore, before release all new documents should be evaluated using the "Tolerance and Understanding" criteria.

Rationale. If future curriculum documents are to embody the desirable features recommended by the auditors, the procedures which will lead to these results must be incorporated into the system of document production.

Committee members should also be trained in the use of the new procedures, using a set of guidelines written for this purpose.

Recommendation #8 - Document Reprinting

It is recommended that as current stocks of curriculum publications are exhausted an attempt be made through editing to eliminate male-oriented language and to substitute more suitable pictures, in line with the suggestions in Recommendation #7.

Rationale. Over time, through this procedure, a substantial number of minor irritants can be removed from various documents without undertaking a major and expensive overhaul. The individual document reports should serve as invaluable sources of advice in this task.

Recommendation #9 - Social Studies Perspective and Diploma Requirements

It is recommended that in the forthcoming Secondary Education Review particular attention be given to the study of two social studies issues:

1. the rational/scientific approach to this curriculum; and
2. provincial diploma requirements for this subject.

Rationale. 1. The 1981 Social Studies curriculum has been criticized by some authorities on grounds that it excludes certain modes of learning, particularly those associated with religious revelation. Whether these concerns are fair, given the mandate of public schools, is a significant question. This problem is more widely based than in social studies. In fact, it begins to resemble a classic dilemma for Alberta Education, with its goal of developing the skills of critical thinking in all students on the one hand, and the demand by certain community groups for teaching students "the correct answers" to social issues, on the other.

As curriculum writers strive for the presentation of a balanced view, there is a danger that the curriculum will appear overly sympathetic to non-Western ideologies, institutions and values.

2. The Social Studies curriculum is compulsory only to the end of grade ten. Social Studies 20 and Social Studies 30 are completed by approximately 50% of the provincial high school enrolment. These courses, with their detailed treatment of issues in Western European history and

twentieth century world history, could be regarded as critical to the education of an enlightened, tolerant citizenry. Their present optional status is therefore viewed by many as a matter of serious educational concern.

Concluding Statement

In summary, examples of instances in Programs of Studies, curriculum guides and other documents in which misunderstanding or intolerance are present or fostered are rare. Only two kinds of examples are present in some documents and neither kind is significant. Pronominal references (he, his) and photographs which are not broadly representative of the many racial groups in our society are the only explicit indications of the lack of understanding or tolerance.

References to the specific areas of age, race, religion, sex and handicap are rare. In terms of the age category, all curriculum documents are designed to be used with specific age groups of students and, therefore, they tend to concentrate on that group. No negative references regarding age have been identified. For the most part, the religion category is referred to in very few instances. Religion is not a significant matter that is dealt with in most courses nor should it be. References to race occur in a number of documents in relation to understanding one's own and others' cultures. In all cases, such references are positive ones. With few exceptions, curriculum documents attempt to treat males and females as equals.

However, it is in this sex category where most of the explicit instances can be found which may be considered to show intolerance. Specifically, the references to "man" in the generic form and to the male pronominal words create potential problems. The category of handicapped is never mentioned and as a result becomes a sin of omission.

In terms of nurturing tolerance and understanding, positive and determined development of critical thinking in Alberta Education curriculum documents is an important feature of these materials. Many aspects of critical thinking, such as evaluating others' views, withholding judgments, differentiating fact and opinion, analyzing propaganda, advertising techniques and other manipulative devices are significant dimensions of programs. However, except in the social studies and in one or two other courses, the direct focus of the skills of critical thinking is not on minority groups and individuals. There is a heavy dependence on the operation of the principle of transfer of learning.

Finally, few of the curriculum documents were designed to promote tolerance. It was not an objective to be attained in most courses when they were being developed. Therefore, the absence of attention to the criteria being used in this audit is unfortunate but not surprising. Future documents will attend to these criteria. Under the circumstances, it is perhaps remarkable that such a large number of documents, 110 out of 119, were rated by their reviewers as "acceptable".

Appendix E

Curriculum Branch Final Report

ALBERTA EDUCATION CURRICULUM REVIEW

PART 2

LEARNING RESOURCES OF THE CURRICULUM BRANCH

by G. H. Bevan
Director of Curriculum
April, 1984

ACKNOWLEDGEMENTS

Many people have contributed to the preparation of this report. Members of ad hoc committees and coordinating committees, consultants in the regional offices, learning resource officers and others undertook the basic work of reviewing and evaluating learning resources. Subsequently, associate directors Laura Mann, Scotty Day, Garry Popowich, Ralph Sabey and Merv Thornton performed the major task of summarizing results for their respective portfolios.

In compiling this Curriculum Branch consolidation, a very heavy reliance was placed on the insightful remarks contained in the portfolio reports. In many instances, too numerous to single them out individually, these comments were included verbatim.

The writer takes full responsibility for the accuracy of interpretations placed on the findings of this review and also for the validity of the recommendations.

Finally, without the patience and skill of the secretarial team of Chris Budynski, Lois Robertson and Dee Kelly, the report would not have appeared at all.

TABLE OF CONTENTS

Introduction 1

Alberta Education Learning Resources 1

The Audit Process. 3
Summary of Instructional Materials Reviewed. 4
   Omissions 9
The Audit Results. 9

   The Reporting Procedure 9
   Validity of the Audit Process 9

General Findings 11

Subject-by-Subject Findings. 16

   Fine Arts 16
   Health Education. 17
   Language Arts 19
   Mathematics 20
   Physical Education. 22
   Practical Arts. 23
      Industrial Education 23
      Business Education 26
      Home Economics 27
   Science 29
   Computer Literacy 30
   Social Studies. 31
   Social Sciences 32

Validity of Results. 33

Recommendations. 37

   Recommendation #1 - Promulgating the Results. 37
   Recommendation #2 - Verifying the Findings 38
   Recommendation #3 - Policy for Delisting Resources. 38
   Recommendation #4 - Replacement of Delisted Materials 39
   Recommendation #5 - Information for Teachers. 40
   Recommendation #6 - Categories of Approved Learning Resources. . . 40
   Recommendation #7 - Reviewing the Audit Criteria. 41
   Recommendation #8 - Resource Selection Procedures 42
   Recommendation #9 - Meeting with Publishers 42
   Recommendation #10 - Mandatory Learning Resources 43

Concluding Statement 44

Appendices 50

   Appendix A - Curriculum Branch Prescribed, Recommended and Supplementary Resources. 51
   Appendix B - List of Learning Resources Omitted from Curriculum Review 134
   Appendix C - Curriculum Branch Learning Resources Rated Problematic or Unacceptable. 136
   Appendix D - Alberta Heritage Fund Learning Resources. 150

Introduction

The curriculum review announced by Education Minister David King was to be extremely comprehensive, encompassing all documents and learning resources approved for use in Alberta schools. The task was divided into two parts: Alberta Education publications; and approved learning resources. Part I of the review was completed in January. This document is the consummation of the efforts of many individuals in completing the second part.

Because of the antecedents to the second audit stage were identical to those of the first stage, they are not repeated, except where necessary to refresh one's memory. For the full details of the background to the audit, the reader is referred to the earlier report, Alberta Education Curriculum Review - Part I: Publications of the Curriculum Branch.

Alberta Education Learning Resources

According to the terms of reference of the review, in addition to its various publications, Alberta Education was to review "... textbooks and other learning resources approved for use in Alberta schools ...". The crucial word in this quotation is the word "approved" which must be examined as it applies to Alberta Education learning resources.

The word "approved" is being used in a very general sense to mean "selected" or "identified" for listing in appropriate publications of the Department. There is no official category of resource by that name. Instead, three classes of learning resources are defined and used:

Prescribed - those print and non-print learning resources which may be prescribed by the Minister of Education as being most important for meeting the majority of goals of a curriculum.

Recommended - those print and non-print learning resources which may be recommended by Alberta Education (Curriculum and Language Services Branches) because they make an important contribution to the attainment of one or more of the major goals of a curriculum.

Supplementary - those additional print and non-print learning resources which may be selected or produced to support a curriculum, by reinforcing or enriching the learning experience.

What the above definitions do not make clear is that school boards and their professional staffs are not compelled to use "approved" learning resources. They may, under Section 11 (2) (a) of the School Act, add to or substitute for the instructional materials "approved" by Alberta Education. Hence, Alberta Education approval does not carry with it a mandatory usage requirement. This fact is of critical importance in assessing the influence of approved textbooks and other learning resources in promoting tolerance and understanding of minority groups and individuals.

The Audit Process

The audit procedure followed in Part II of the audit was virtually the same as for Part I. Reviewers who had been trained to carry out Part I of the audit were also involved in the second phase. Reviewers were teachers, members of curriculum committees, learning resource officers, and regional office consultants.

An important difference in procedure between the two stages of the review was the number of auditors evaluating a given resource. Whereas each document in the first group was examined by at least two raters, this procedure was not followed in Part II except in the cases of health and physical education. Because of the huge volume of resources, 2155 in all, and because of time constraints, only one judge rated each resource in the remaining subjects.

To offset partially the loss of reliability occasioned by using only one reviewer, a validation procedure was introduced, in addition to the one in use in the first phase. This time, all resources rated "unacceptable" or "problematic" were independently audited. If the assessment was not confirmed, a third auditor was employed to serve as referee or arbitrator.

In a further attempt to enhance reliability, a random 5% sample of all resources rated "acceptable" was subjected to a second, independent audit. Again, where agreement was not achieved the services of a third reviewer were engaged. The outcomes of this validation procedure will be reported in the results section of this report.

Summary of Instructional Materials Reviewed

The phrase used in the School Act to describe "textbooks and other learning resources" is *Instructional Materials*. This is an all-inclusive term covering both print materials such as texts and non-print materials such as posters, slides, film strips and even computer courseware. Sometimes a resource may be packaged as a kit and may include both print and non-print materials. Where multi-media materials were encountered, all the parts of the kit were included in the review.

To obtain an authoritative listing of all instructional materials approved by Alberta Education for use in schools, three sources must be investigated: the most recent curriculum guide in each subject; learning resource manuals and the Curriculum Branch's newsletter Current Curriculum. Each portfolio manager was responsible for compiling an up-to-date and complete list of resources to be examined. A grand total of 2155 individual items came under the scrutiny of reviewers.

Two points need to be made regarding the apparently very large number of resources in use in Alberta schools. In the first place, it is the policy of the department to authorize several resources, where possible, for each course so that teachers and school systems may have a degree of selection autonomy. That means that students in most schools might encounter approximately one-third of the resources listed at their level of schooling.

Secondly, in the core, academic courses, particularly in grades 1-6, for every student text listed the teacher's guide for that text is also listed or approved. This duplication factor seriously inflates the size of list of approved titles.

The total of 2155 audited materials for all subjects was derived as follows:

prescribed resources	728
recommended resources	1351
supplementary resources	76

The 76 supplementary resources which were audited constitute only a small fraction of those listed. Time constraints prevented an audit from being carried out on the remainder. Forty-two books produced during the Alberta Heritage Fund Learning Resources Project were added to the audit and are included in the total of 76.

On a subject-by-subject basis total resources reviewed were:

Fine Arts	72
Health	71
Language Arts	614
Mathematics	173
Physical Education	64
Industrial Education	122
Business Education	155
Home Economics	22
Science	427
Computer Literacy	14
Social Studies	328
Social Sciences	51
Heritage Project	42
TOTAL	2155

A complete analysis of audited materials on a school level, subject and resource category basis is reported in Table 1. A listing of all the items examined in each subject area can be found in Appendix A.

CURRICULUM AUDIT - LEARNING RESOURCES

Table 1

Subject		Prescribed	Recommended	Supplementary (Other)	Total
Fine Arts	Elementary	19	37		56
	Junior High	6	7		13
	Senior High		3		3
Total		25	47		72
Health	Elementary	12	47		59
	Secondary (includes PLS)*		12		12
Total		12	59		71
Language Arts	Elementary	122	150		272
	Junior High	35	53		88
	Senior High	44	210		254
Total		201	413		614
Western Canadian Literature For Youth				11	11
Alberta Literature For Senior Students and Adults				31	31
Mathematics	Elementary	24	80		104
	Junior High	9	16		25
	Senior High	17	21	6	44
Total		50	117	6	173

* PLS - Personal Living Skills

Table 1 (continued)

Subject		Prescribed	Recommended	Supplementary (Other)	Total
Physical Education	Elementary	26	28		54
	Secondary		10		10
Total		26	38		64
Industrial Education	Junior High	20	6**		26
	Senior High	52**	44**		96
Total		72	50		122
Business Education	Junior High	2	2		4
	Senior High	48	103		151
Total		50	105		155
Home Economics	Junior High	3	7		10
	Senior High	6	6		12
Total		9	13		22
Science	Elementary	99	95		194
	Junior High	8	44		52
	Senior High	55	126		181
Total		162	265		427
Computer Literacy	Elementary		14		14
Total			14		14

** Some of the resources listed in Industrial Education are used in more than one course. The resources have been counted only once for audit purposes. The total represents 122 "different" resources.

Table 1 (continued)

Subject		Prescribed	Recommended	Supplementary (Other)	Total
Social Studies	Elementary	50	86	20	156
	Junior High	22	60	4	86
	Senior High	20	62	4	86
Total		92	208	28	328
Social Sciences	Senior High	29	22		51
Total		29	22		51
TOTAL		728	1351	76	2155

Omissions

In addition to the large number of supplementary resources which could not be reviewed, a small number of recommended resources were omitted. Several texts and some films/filmstrips could not be located in time to have them audited. These items are listed in APPENDIX B.

The Audit Results

The Reporting Procedure

During the preparation of the Part I report the difficulty of reporting on each of the six criteria across all subject areas quickly became apparent. However, due to the limited number of publications involved (83), it was still possible to carry out this type of analysis. Once the support documents became the focus, even though only 36 were being aggregated, analysis by criterion had to be abandoned.

The problem created for analysis by the diversity of form has been greatly complicated by massive numbers during the second phase. With 2155 separate texts and other resources, forming generalizations across subjects is simply an unmanageable task. Instead, this report will be organized along two dimensions: by subject area and by minority groups.

Validity of the Audit Process

Despite attempts made at the beginning of this project to develop reliable and consistent procedures and to train the auditors, there is evidence a lack of consistency in the auditors' findings in certain curriculum areas. The inconsistency partly derives from differences in the way various portfolios define some types of resource, e.g., teacher guides. In some cases these are "prescribed" and in other cases they are "recommended". This lack of uniformity is relatively unimportant as long as the resources are being screened in the same way and the same standards are being applied, as seems to be the case.

The real ~~validity~~ problem arises when different judges apply the criteria with differing degrees of rigour to the same or different resources. All sorts of errors are made possible under these circumstances. Further complicating the anlysis has been the tendency of some raters to introduce additional criteria and thus to broaden their terms of reference. Unfortunately, a significant but not a majority of resources which were rated as "problematic" or "unacceptable" were placed in those categories for quite the wrong reasons. For example, several texts were condemned primarily or solely because their information was out of date. Obsolescence is a legitimate excuse for criticism only where it is linked directly with outdated attitudes toward the minority groups under study.

~~In their zeal to ferret~~ out injustice, A few auditors extended the five minority groups by reporting bias that they had found for and against certain nations (the U.S.S.R., U.S.A.), political/economic systems and institutions (management-labour). While these may be quite proper curricular reasons for removing or excluding certain materials, they are not a sufficient basis for classifying materials in this audit as other than "acceptable".

In addition, a number of resources failed to receive an "acceptable" rating because of technical aspects such as poor sound track or because they contained too much advertising of a sponsor's products. Again, these faults, while noteworthy, are not the subject of this investigation and their presence should not disqualify the materials in question.

The errors noted above, affecting relatively few items overall, call into question some of the findings of the audit, but they do not destroy the report's validity. A second independent examination of a random sample of the learning resources tends to support this thesis. However, to make certain that critical decisions are not made on erroneous data, a recommendation will be made to verify the audit's findings as they apply to "unacceptable" and "problematic" materials.

General Findings

Table 2 summarizes the results of the audits performed on all 2155 instructional materials. This analysis reveals that the vast majority satisfy the criteria for fostering tolerance and understanding of minority groups and individuals. When prescribed, recommended and supplementary resources are aggregated across all

TABLE 2

Subject/Resource	Audit Category Acceptable	 Problematic	 Unacceptable	Total
Fine Arts				
Prescribed	~~12~~ [illegible]	~~9~~ 6	~~4~~ 1	25
Recommended	~~18~~ [illegible]	~~21~~ 12	[illegible] 4	47
Supplementary	nil	nil	nil	nil
Total	~~30~~ [illegible]	~~20~~ [illegible]	~~12~~ [illegible]	72
Health				
Prescribed	11	1		12
Recommended	56	1	2	59
Supplementary	nil	nil	nil	nil
Total	65	4	2	71
Language Arts				
Prescribed	~~188~~ 197	13 [illegible]		201
Recommended	~~396~~ 403	~~16~~ 10	1	413
Supplementary	nil	nil	nil	nil
Total	~~584~~ [illegible]	~~29~~ 15	1	614
Mathematics				
Prescribed	50	nil	nil	50
Recommended	117	nil	nil	117
Supplementary	6	nil	nil	6
Total	173	nil	nil	173
Physical Education				
Prescribed	13	13*	nil	26
Recommended	35	2	1	38
Supplementary	nil	nil	nil	nil
Total	48	15	1	64
Industrial Education				
Prescribed	70	2		72
Recommended	49	1		50
Supplementary				
Total	119	3	nil	122
Business Education				
Prescribed	50			50
Recommended	105			105
Supplementary				
Total	155	nil	nil	155

Table 2 (continued)

Subject/Resource	Audit Category			Total
	Acceptable	Problematic	Unacceptable	
Home Economics				
Prescribed	9			9
Recommended	12	1		13
Supplementary				
Total	21	1	nil	22
Science				
Prescribed	162			162
Recommended	265			265
Supplementary				
Total	427	nil	nil	427
Computer Literacy				
Prescribed				
Recommended	14			14
Supplementary				
Total	14	nil	nil	14
Social Studies*				
Prescribed	82	7	3	92
Recommended	184	20	4	208
Supplementary**	28			28
Total	294	27	7	328
Social Sciences				
Prescribed	25	4		29
Recommended	19	3		22
Supplementary				
Total	44	7	nil	51
Alberta Heritage Learning Resources Project***				
Prescribed				
Recommended				
Supplementary	~~42~~ 40	2		42
Total	~~42~~ 40	2		42
TOTALS	20~~16~~ 42	~~116~~ 93	~~23~~ 15	2155

* The results of six audits are unclear because of lack of agreement between first and second audit. In each case, one of the auditors rated the resource as "acceptable". No evidence of an arbitration was found.

** Consists of two sets of materials carried out under Alberta Heritage Fund Learning Resources Project: Kanata Kits (16) and Books for Young Readers (1[illegible].

*** Consists of two series produced under the same project: Western Canada Literature for Youth and Alberta Literature for Senior Students and Adults.

subjects, the findings are:

Acceptable[1]	2016 or 94%
Problematic	116 or 5%
Unacceptable	23 or 1%.

From a subject or discipline viewpoint, of the twelve distinct curriculum areas, eight had four or fewer resources judged to be other than "acceptable". The remaining four areas varied from seven questionable resources in social sciences to 34 in social studies. Table 3 illustrates this uneven distribution.

Predictably, courses the content of which focus on culture (language, literature, art, values) manage to head the list in percentage of resources judged to be "unacceptable" or "problematic". The more technical, skill-oriented subjects present a much narrower scope for failure on the tolerance and understanding criteria.

The titles of all resources rated as "problematic or unacceptable" have been enumerated in Appendix C. It is strongly recommended that the identity of items in this group of resources be kept strictly confidential until such time as their classifications can be independently confirmed.

---

[1] These categories are defined as follows:

Acceptable - meets all or almost all criteria at an acceptable level. Faults are few or minor.

Problematic - meets most of the criteria of adequacy but suffers from one or more significant faults. Requires revision or instructions for teachers.

Unacceptable - has major faults too serious to warrant further use in its present form. Requires extensive rewriting or replacement.

Table 3

Distribution of Unacceptable and Problematic Resources by Curriculum Area

Subject Area	Total Resources Audited	Audit Category		Total of Problematic and Unacceptable	Percentage Problematic and Unacceptable of Total Audited
		Problematic	Unacceptable		
Fine Arts	72	~~30~~ 19	~~12~~ 5	~~42~~ [illegible]	58% [illegible]
Physical Education	64	15	1	16	25%
Social Sciences	51	7	0	7	14%
Social Studies	328	27	7	34	10%
Health	71	4	2	6	8%
Home Economics	22	1	0	1	5%
Language Arts	614	~~29~~ [illegible]	~~1~~ 0	30 [illegible]	~~5%~~ [illegible]
Industrial Education	122	3	0	3	2%
Mathematics	173	0	0	0	0
Business Education	155	0	0	0	0
Science	427	0	0	0	0
Computer Literacy	14	0	0	0	0
AHFLRP*	42	2	0	2	[illegible]

* The audit of the two Alberta Heritage Fund Learning Resources Project series was not completed at the time of writing. The results will appear in Appen[illegible] of this report.

Subject-by-Subject Findings

In this section, the results of the curriculum review are presented in summary form, on a subject-by-subject basis. Except for some minor editing, the statements which follow are reproduced as submitted by the associate directors responsible for each subject.

Fine Arts

In fine arts, there were 72 resources audited and only 42 percent have been judged by the initial auditor as being acceptable in terms of tolerance and understanding. Thirty have been judged to be problematic and 12 are considered to be unacceptable.

In the fine arts, i.e., mostly music, resources show intolerances to Canadian students in only two respects. Since most music books have been published in the United States, there is a strong racial bias in favour of Americans. These resources frequently attend to racial tolerance by including appropriate racial minorities who live in the United States as well as music from other countries. In practically all books, the references to other countries exclude reference to Canada. Therefore, the initial auditor has judged these resources to be problematic or unacceptable because of these two characteristics. As well, sexual references are treated similarly to the language arts resources but, in addition, there are some songs that are intolerant to females. In terms of religion, handicap and age, there are very few references and these are essentially neutral or positive.

The curriculum audit has not introduced new areas of consideration in the evaluation of resources but it has increased the sensitivity in regard to any particular area or group. For example, when the three elementary music series were initially evaluated, piloted and approved, it was clear to the fine arts curriculum committee that they were strongly American. However, each series was, and is, a quality music series and there were no other reasonable alternatives but to approve these resources. Similar compromises still have to be made today in some subject areas.

Health

The prescribed and recommended health resources recognize minorities and women in a relatively unbiased fashion. There seems to be an overt attempt to recognize these groups in all aspects of the content. A range of ages engaged in a variety of occupations and professions is represented. In general, care is taken to present age positively. Care is also taken to provide in the illustrations a broad mix of racial and ethnic types. However, the auditors were able to locate almost no instance where identifiable North American Natives were protrayed.

In the elementary prescribed and recommended materials, publishers have made significant efforts to represent women equitably with their male counterparts, and to visually depict females in active pursuits and in non-traditional as well as traditional occupations. Both males and females were shown engaged in active and passive activities without sex stereotyping. However, there was some tendency to over-represent males in traditional male occupations such as doctor and dentist.

Resources for young children should reflect, to some degree, relationships and settings that are familiar to them. Adults featured in these recommended resources tended to be persons of significance in a child's life - mother, father, grandparent, teacher, doctor, nurse, police officer and similar. For older children (upper elementary), the spectrum tended to broaden.

Some of the perceived sexism in the materials may be attributed to the orientation of writing for young children using familiar persons and settings. In other cases, the sexism that was detected was blatant. Other incidences of sexism detected were some generic use of "his" and some awkward use of "his/her". There was some minor stereotyping of women's roles in both the elementary and in the high school (Personal Living Skills) materials.

The health program's values respect ethics but do not include overt reference to religion. There were few mentions of religion in the resources. No instances were found of religion or religious beliefs being treated with disrespect.

Physically disabled persons tend to be an invisible group in society and this invisibility is reflected in many learning resources selected to support the health curricula. No negative references to the functionally impaired were found in the elementary materials.

References to this group at the high school level took the form of objectives and content pertaining to treating and interacting with this minority.

The six groups who are the primary focus of the criteria for tolerance and understanding, age, race/color, religion, sex and the physically disabled are generally treated with the tolerance and understanding appropriate to a program such as health which has as its primary goal the acquisition of knowledge and skills, attitudes and habits which contribute to physical, mental and social well-being.

Language Arts

In language arts, there were 614 resources audited. The great majority (95 percent) of prescribed and recommended resources have been judged to be acceptable. Only five percent have been considered to be problematic and one resource is considered unacceptable based on the initial audit.

The majority of resources in language arts deal positively, or at least neutrally, with age, race and sex. Although there are numerous instances in books where pronominal references are overbalanced in favour of males, the sexual bias usually is limited to that and does not often show an inaccurate or intolerant view of women's roles. The religious and handicapped minorities are seldom referred to in language arts resources.

The evaluation of learning resources in language arts prior to their approval consists of a number of steps which have the potential for detecting bias and stereotyping. When resources are analyzed and evaluated by curriculum committees, they are examined for bias against age, sex, race, religion and other areas (which can include handicap). Resources which are judged as fitting the curriculum are then piloted in selected classrooms for a full term (10 months in grades 1-7; one semester in grades 10-12). The piloting provides another good opportunity to detect any lack of tolerance of minority groups. It is doubtful that any bias or intolerance of significance would get past the analysis, evaluation and piloting stages. Some examples of bias that get identified at these stages are considered within the context of the extent of bias, the quality of the resource, and the availability of other alternatives, in addition to all the other criteria that are used in judging resources.

The findings of the curriculum audit, in the great majority of cases, do not attest to the failure of previous methods of selection, at least in language arts. Rather, they suggest that the mesh of the screen has been made a little finer because of increased sensitivity and that the degree of bias that used to be acceptable is now less acceptable.

Mathematics

Without exception, the mathematics materials were rated as acceptable on all criteria. Due to the subject focus of the resources, it is noted that much of the content neither promotes or hinders tolerance and understanding. There are minimal references to religion or the handicapped. Many of the problems, examples and visuals involve mathematical calculations or examples with no reference to people. An effort is made through visuals and the use of a wide variety of Christian or family names to provide an indication of the ethnic diversity of Canadians. Males and females, of varying ages, are involved in a variety of occupational and recreational activities. The junior high resources contain some examples of sex stereotyping and make fewer references to Canada's racial/ethnic diversity than the elementary and senior high materials. There is evidence to indicate that commercial publishers have been careful in their recent publications to portray balance and neutrality in their textual materials.

Minor shortcomings in mathematics learning resources include a lack of explicit references to the physically disabled and an occasional example of sex, age or racial stereotyping. There is general agreement by the reviewers that the subject focus of mathematics prevents the inclusion of a significant number of textual references that explicitly promote tolerance and understanding. Much of the content in this subject area was rated neutral in terms of the audit criteria as the majority of the materials relate to mathematical skills and concepts. With the exception of the visuals and some word problems that include people, many of the resources develop the requisite mathematical skills through references to objects, animals and other non-human examples.

Individual differences in ability are addressed in most of the resources through the provision of problems/exercises of varying difficulty and/or through instructions to the teacher in support materials. Each of the curriculum documents and most of the learning resources contain explicit statements or exercises on problem solving (critical thinking) with specific reference to appropriate subject matter concepts, skills or activities (strategies). Of the six criteria specified for the audit, this criterion, conveying the nature and value of critical thinking, receives the greatest attention and has the most relevance to this subject area.

Physical Education

Since learning resources, whether intended for the use of teachers or for students, are selected to implement the curriculum guidelines, it would be expected that the strengths and deficiencies which were found in the curriculum would be characteristic of the supporting resources. This expectation has proven to be true for the physical education resources.

The prescribed resources for physical education include manuals directing the teacher in managerial/organizational techniques and providing selections of activities for the dimensions of the program.

In the resources there are almost no references to age, and no appropriate opportunities for age to be introduced beyond the obvious implication that there is an adult teacher and minor age students.

At the elementary level, with one exception, boys and girls are equally represented in illustrations throughout the texts.

There is a tendency in some books to portray males in leadership positions rather than a male/female balance in all roles.

Two-thirds of the secondary physical education resources are sexist in some way. Sexism is perpetuated through language, cartoons and other visuals.

There are few references to race or colour. One song with racist lyrics has been removed from the recommended list. Most illustrations which are identifiable appear to be of Caucasians. Various cultures are recognized through the origin of certain sports and through dance.

The prescribed physical education teacher resources fail to provide activities for the physically disabled. No directions were found for adapting content and there were no special activities for students beyond those falling within the 'regular' range of abilities. The recommended resources do, however, address this group. A major resource contains adequate direction for teachers for mainstreaming physically and psychologically disabled youngsters in the physical education program. The functionally impaired are invisible in the secondary physical edcuation resources.

Practical Arts - Industrial Education, Business Education, Home Economics

Industrial Education

Basically, industrial education learning resources are impartial towards tolerance and understanding. The majority of the resources are strictly technical rather than value oriented. Therefore, the industrial education program and its learning resources do not deal to any extent with abstract ideals and concepts. The primary objective of the learning resources is instruction in technical skills in the manipulation of tools and materials to achieve a pre-determined end. Owing to this emphasis on technical skill development, the learning resources for the most part have little opportunity to nurture tolerance and understanding.

Although the majority of the learning resources have little relating directly to tolerance and understanding, there are some resources, whether by subject or inclination, that do impinge on these matters. The resources can be divided up into three categories according to the degree to which they deal with tolerance. In the first category are strict reference resources containing technical data. Examples of this are Transistor Circuit Approximations, Classical Cooking, Plumbing and Drainage Act Regulations, and Canadian Wood-Frame House Construction. The second category consists of resources that deal with little more than the mere recitation of facts regarding a trade. Resources like Advertising Graphics, Construction - Materials, Methods, Careers, and Horticulture for Profit and Pleasure may have brief accounts of historical developments or career information. These two categories have little or nothing explicit on tolerance and understanding.

The final category is composed of resources such as Basic Nursing Procedures and The Professional Cosmetologist which due to their subject matter have a greater opportunity to address directly tolerance and understanding concerns. Despite this, most of these resources are largely neutral. There are exceptions. Three resources

Hair Structure and Chemistry Simplified, Supervision and Management of Quantity Food Preparation, and Textbook for Nursing Assistants, were considered to be "problematic" because of unfair generalizations and judgements in regard to sex, age, race and origin. On the other hand, another resource, On Death and Dying, presented a difficult topic in a most tolerant and understanding manner, admirably supporting the goals of the audit.

There was a problem of stereotyping with a number of the resources in their illustrations of people. Many of the resources made an effort to depict a cross-section of society in their content and pictures, but some of the resources tended to portray only white males. In most cases, this was not a serious problem, given the relatively small number of illustrations involved in each case. However, such stereotyping should be reduced in future resources adopted by Alberta Education.

In conclusion, the industrial education learning resources do not deal with tolerance and understanding either positively or negatively to any appreciable extent. The negative aspects, except for the three resources given unfavourable ratings, were not blatant, frequent or serious. The lack of explicit positive aspects is a function of the nature of the program and should not be regarded as being an omission.

Business Education

The business education learning resources are essentially neutral with regard to tolerance and understanding. In this respect they are neither to be commended nor condemned. In most cases, the business education program is concerned with the development of business skills. Thus, the learning resources tend to concentrate at the level of the individual attainment of these skills and only briefly at the inter-personal and societal level. As tolerance and understanding basically exists only in those situations where people have to interrelate, there is little material in the learning resources that focuses on these situations.

The sole significant exception to this general absence of support or subversion of tolerance and understanding are the learning resources for law. In these learning resources, the student is explosed to conditions where judgements of other have to be made, critical thinking applied and situations where tolerance and understanding is required. However, the student is always guided by the intention of the Canadian law system to be consistent, equitable, and impartial to all elements of society irrespective of age, sex, race or creed. On this basis, the law learning resources play a more direct role in fostering tolerance and understanding.

Despite the generally innocuous nature of the content in the business education learning resources, the problem in sex stereotyping occurs throughout these resources. All too often the forms of address, content and illustration reflect a view that white males are the executives in the business world and women are their secretaries. While some of these statements might have represented the situation at the time of their writing, they are no longer true today. It is recommended that in the future greater care be taken to ensure that business education resources considered for listing be as free as possible of this disguised form of prejudice.

In summation, the business education learning resources reviewed did not greatly assist in fostering tolerance and understanding but neither did they hinder this process. Aside from the law learning resources and the stereotypic presentation, the learning resources did not deal with tolerance and understanding to any degree.

Home Economics

In general, the home economics learning resources successfully meet the criteria for fostering tolerance and understanding, although there is room for improvement. Of the twenty-two texts audited, only one People, Food and Science, was rated "problematic". The texts reviewed can be divided into three categories, according to the degree to which they supported the values of tolerance and understanding. The largest category consists of books which contain little or nothing to offend and equally little to recommend. Owing to the limitations of their subject matter, books such as the Canadian Cookbook and Concepts in Clothing do not directly address tolerance. However, this category does foster tolerance indirectly, by presenting information free of bias, prejudice and stereotyping.

The second category contains books that have material directly relating and supporting tolerance and understanding. In this group, books such as Individuality in Clothing Selection and Food and People, not only are free of bias, but contain explicit positive statements on certain aspects of tolerance. These books nurture a positive self-image, convey the idea that excellence can be found in all groups; and foster critical thinking. The three junior high prescribed texts, This is the Life, Try This On For Size, and What's To Eat are especially good in this respect.

The final category consists of a single book, People, Food and Science. This book was audited twice and both reviewers found it to be "problematic", due to its use of sexist language, sex-role stereotyping, over-generalizations and simplistic handling of value-laden cultural concepts. It is suggested that this book be delisted as a recommended resource and that an updated edition, if available, be substituted.

The only serious deficiency in the learning resources is the lack of material on the physically disabled. While age, racial, religious and gender differences are adequately treated within the context of the subject matter, the functionally impaired do not receive a comparable treatment. Although none of the texts had any derogatory statements, few of the texts had any positive content relating to members of this group. This is a topic that could be dealt with, well within the present program.

Overall, the learning resources in home economics meet the requirements of the Alberta Education Curriculum Review. With the exception of one book, and the need for an improvement in the relationship to the handicapped, these resources fulfill the mandate of fostering tolerance and understanding.

Science

All of the resources audited were rated as acceptable. The resources tend to focus on the presentation of scientific information with few references to people or the issues of concern in the audit. Although some of the secondary resources use the masculine gender to refer to all of humankind, most of the materials fairly portray males and females of various racial/ethnic groups engaged in a variety of activities. Controversial topics (e.g., evolution, contraception) are treated with sensitivity, but even the factual presentation of this information may cause concern in some Alberta communities. The exclusion of the physically disabled is the most obvious deficiency in the science resources.

There are minimal references to minority groups in most materials and only the graphics can be evaluated to detect bias. In the judgement of the reviewers, there are few references or visuals which could be considered demeaning to such groups. The program and resources provide opportunities for positive role models, both male and female, of various ages and racial/ethnic groups. but the functionally impaired are not adequately represented in the majority of the science materials.

Some teacher references and curriculum documents provide guidance in the handling of controversial issues such as evolution. Although some individuals or groups may object to the inclusion of human reproduction and contraception in the senior high resources, information is presented in a factual manner. The importance of developing process or critical thinking skills is stressed in most of the science materials. These skills could be used to promote tolerance and understanding of minority groups and individuals.

Computer Literacy

All of the curriculum documents and learning resources for elementary computer literacy are rated as acceptable. Visuals tend to portray both males and females of various racial origins in fair proportion. As the computer literacy unit is designed for elementary school students, the program and learning resources reflect this age group in both text and visuals. A limited number of positive references/visuals on adults and the elderly are present in the learning resources. There are few references, either positive or negative, to religion or the handicapped although the curriculum guide stresses the need to introduce the content "in a manner appropriate to the developmental and ability levels" (page 3) of the students. Two of the learning resources deal in a positive manner with the handicapped. There are no explicit directions that would assist teachers in dealing positively with tolerance and understanding, but this is not deemed necessary considering the subject focus of the materials.

Social Studies

Social studies is the school subject in which students learn to explore and, where possible, to resolve social issues that are of public and personal concern. The social issues selected for study acknowledge that the world is neither "all good" nor "all bad". The integration of history, geography, the social sciences and citizenship leads to a study of human experience that presents both the good and the bad of human endeavours. Social studies is thus a vehicle for learning about tolerance and understanding.

Resources selected for use in the social studies must be effective in presenting competing value positions. This is the nature of history and of human decision making. It is the nature of democracy to develop thinking citizens. It is this perspective of social issues which calls for learning resources that present competing viewpoints. These resources can be used to meet the objectives of the social studies program, but there must be a renewed effort to focus teachers' attention on the use of resources.

It is only those resources which present unnecessarily pejorative views that have no value in the social studies. Those resources which present sexual, racial, religious and other stereotyping and offer no redeeming competing values have no place in Alberta schools. This initial audit identifies some resources which appear to have limited value. The initial audit will lead to a broader analysis of these resources and may lead to the resources being identified as no longer useful in teaching the social studies.

Social Sciences

The social sciences options are intended to complement the Alberta social studies by encouraging increased understanding of "man and his world". Courses in this program are distinct from the social studies curriculum in that they focus on the structure, concepts and methodologies of specific social science disciplines rather than on social issues within a value-oriented interdisciplinary context.

The social sciences present the methodologies of a specific social science, i.e., history, psychology. They thus seek to identify the elements of a specific system and the set of scientific laws associated with the study of the specific system of a discipline. Each social science presents the body of knowledge and the method of inquiry associated with the discipline. The resources selected should thus present the methodologies of a specific discipline in studying the phenomena of tolerance and understanding.

The major criticism of the social science resources was that they were not current. There are also some instances of material presenting stereotyped views of sex, religion and race which are no longer acceptable to the value-free study of a discipline.

The social science courses and resources have not been reviewed recently. If these courses are retained after the Secondary Education Review Committee presents its recomme[illegible]ons, there must be a substantive review of both the courses and the [illegible]ources.

Validity of Results

Four measures were employed to enhance the validity of the audit process: all auditors were provided with in-service prior to carrying out their tasks; standardized procedures and rating scales were adopted; all resources first judged to be "problematic" or "unacceptable" were audited by an independent reviewer. If agreement was not achieved, a third evaluation was required; a random five percent sample of "acceptable" resources was to be re-audited to confirm the initial rating. Discrepancies were to be followed up as noted above.

Table 4 summarizes the results of the random re-audit procedures. Of the 2016 "acceptable" resources, 233 or almost 12% were subjected to a second audit. The first rating was confirmed in all but one of these cases. The picture is not as rosy as it seems at first glance because none of the 338 social science and social studies "acceptable" resources were re-audited. Because of this oversight in a crucial curriculum area we cannot be sure that the audit process was valid for all subjects. However, for the other nine subjects the re-audit results appear to confirm the basic soundness of the process of applying the tolerance and understanding criteria in the rating of learning resources.

The other validation procedure involved systematic re-audits for resources rated as "problematic" or "unacceptable". The procedure used was to undertake one or more additional evaluations to confirm or reject the initial rating. This procedure resulted in changes in significant numbers of first audit judgements, as is demonstrated in Table 5.

TABLE 4

VALIDITY OF "ACCEPTABLE" RATINGS AS DETERMINED BY RANDOM RE-AUDITING

Subject Area	Number of Learning Resources			
	Rated Acceptable First Audit	Subjected to Re-Audit	Rating Confirmed Second Audit	Rated Problematic Second Audit
Health	65	65*	65	0
Fine Arts	30			
Language Arts	584	29	28	1**
Mathematics	173	21	21	0
Physical Education	48	48*	48	0
Industrial Education	119	22	22	0
Home Economics	21	2	2	0
Business Education	155	13	13	0
Science	427	31	31	0
Computer Literacy	14	2	2	0
Social Studies	294	0***		
Social Sciences	44	0***		
Heritage Project	42	~~8~~[x]		
TOTALS	2016	233	232	1

* All learning resources in health and physical education were audited by two independent judges in the first place.

** The second audit rating has not been confirmed at the time of writing.

*** Through an error in communications, none of the social studies or social science resources rated as "acceptable" were submitted for re-audit.

[x] Heritage Project audit results are not available at the time of writing.

TABLE 5

RESULTS OF RE-AUDIT PROCEDURES FOR "PROBLEMATIC AND "UNACCEPTABLE" LEARNING RESOURCES

	Number of Resources			
Subject Area	Judged "Problematic" or "Unacceptable" First Audit	Confirmed During Re-Audit	Changed to "Acceptable" in Re-Audit*	Further Validation Required - Discrepancy Noted
Health	6	4	2	
Fine Arts Language Arts	72**	~~4~~ [illegible]		12 ~~64~~***
Physical Education	16	16		
Home Economics	1	1		
Industrial Education	3	3		
Social Studies	34	22	12	
Social Sciences	7	5	2	
TOTALS	139	~~55~~ 70	16	~~64~~ 12

* The ratings of all 16 resources in this category were confirmed on the second audit, but for the wrong reasons. These resources have been rated "acceptable" for the purposes of this review.

** Four resources have not been revalidated.

*** This group of resources requires a third audit to arbitrate the discrepancy between the first two audits.

Fifty-five of the 139 "unacceptable" or "problematic" resources from the first audit had their ratings confirmed during re-validation. A further sixteen resources had their classifications verified during the second audit but were nevertheless subsequently rated as "acceptable". These resources had not received an "acceptable" rating in either the first or second audit but for the wrong reasons. Their fault was not that they had violated tolerance and understanding criteria but that they were guilty of being out-of-date or of being unsound choices or biased in ways outside the scope of this review.

In a sense the re-audit process is unfinished since a substantial number of language arts and fine arts materials have yet to receive arbitration. Sixty-four resources rated as "unacceptable" or "problematic" on the first audit, were judged to be "acceptable" on the second. The criteria for making judgements appear to have been applied too rigourously in these subjects, particularly with respect to American bias. It is most unlikely that the third audit, still to be completed, will verify the original rating.

Clearly the audit process is flawed in that raters tend to exceed their review mandate for one reason or another. Fortunately, the error is on the side of a too-strict application of rules and not a too-lenient approach to the audit. Despite the problems noted, the review procedure has much to recommend it. By qualifying further the special cases to be dealt with under "other considerations", the audit process can be tightened up and most of the rating errors eliminated. More will be said about this matter in the Recommendations Section of this report.

Recommendations

The findings of the Part II audit do not differ in important ways from the results obtained in Part I. Once again, an extremely high proportion of resources approved by Alberta Education for use in schools have satisfied the criteria set for making judgements about fostering tolerance and understanding of minority groups. Hence, a number of recommendations contained in the first report still have currency for the second. These will not be repeated at this time. The two sets of recommendations should be considered concurrently if a full synthesis is to be achieved.

All of the recommendations which follow should be viewed as requiring action in the near term.

Recommendation #1 - Promulgating the Results

It is recommended that the findings of the curriculum review with respect to learning resources be brought to the attention of all curriculum coordinating committees.

Rationale. As the group bearing a major share of the burden for recommending approval of resources, members need to become aware of the detailed appraisals of their inventory of prescribed and recommended resources. Furthermore, the curriculum coordinating committees should incorporate the lessons of the review into future selection activities.

Recommendation #2 - Verifying the Findings

It is recommended that a standard procedure or a set of alternative, agreed-upon procedures be adopted for verifying the ratings of all resources evaluated as "problematic" or "unacceptable".

Rationale. The impact upon teachers and school systems of delisting or changing the status of a learning resource can be both economically and instructionally devastating. Before any final decisions of this nature are made, it is essential that all doubts about the accuracy of the findings be removed. The best way to accomplish this would be to have curriculum coordinating committees assume responsibility for verifying the ratings assigned earlier to "problematic" and "unacceptable" resources. The sooner this procedure takes place, the better, in order to allay the natural anxieties of teachers, trustees, officials of the School Book Branch and publishers regarding the ultimate disposition of the resources being reviewed.

A further recommendation is that members of minority groups should be involved in the verification process as was the case following the Decore Study on Native People in the Curriculum.

Recommendation #3 - Policy for Delisting Resources

It is recommended that Alberta Education formulate a policy to cover the delisting or change of status of resources on current resource lists.

Rationale. Policy is needed to guide the work of the many coordinating committees, the School Book Branch and the several branches involved in curriculum development and learning resource approval. Experience with the follow-up to the Decore Study on natives suggests that the proposed policy must take into account the instructional needs of teachers and the economic constraints of school districts, in addition to the central need for resources which promote tolerance, understanding and respect for minority groups.

The first draft of a "Policy for Delisting Learning Resources" was being circulated in the department last fall. That policy should be revised as necessary and brought to the attention of senior education officials and the Minister as soon as possible. This is a matter of some urgency.

Recommendation #4 - Replacement of Delisted Materials

It is recommended that ad hoc learning resource committees be directed to carry out a search for appropriate replacements for resources whose "unacceptable" rating is eventually confirmed.

Rationale. Through the provisions of Alberta Education policy, school boards could be given a period of grace to permit the continued use of "unacceptable" resources while replacements are obtained. It is the responsibility of Alberta Education to identify, and to make known to boards, the names of "acceptable" substitutes for delisted materials. These should be obtainable prior to the expiration of the period of restricted usage.

Recommendation #5 - Information for Teachers

It is recommended that information be provided to teachers in regard to all resources that have been judged by auditors and confirmed by curriculum committees to be "problematic". Such information would identify portions of materials to avoid and/or provide alternate points of view to bring to bear on biased aspects of the resources.

Rationale. The department has the responsibility, through its curriculum development branches, to alert teachers to the specific deficiencies which have led to a resource's "problematic" rating. Advice should also be provided to teachers regarding the use of alternative instructional materials to achieve a more balanced perspective, where bias has been detected.

Annotated learning resource manuals, now employed in several subject areas, would seem to be extremely appropriate instruments for this purpose. The entries for both "problematic" resources, and for "acceptable" resources with minor defects, could be expanded to include advice to teachers for overcoming the weaknesses inherent in each resource.

Recommendation #6 - Categories of Approved Learning Resources

It is recommended that the present set of categories used by Alberta Education in "approving" learning resources be re-examined. Either the names of the categories should be changed or the descriptions changed, or both.

Rationale. Earlier in this report the problem encountered by the general public, by teachers and trustees, and by parents in interpreting the names of resource categories was mentioned. Confusion exists in many people's minds as to how much responsibility actually rests with Alberta Eduction for the learning resources used by teachers in the classroom. To label a resource as "prescribed" when its use is not mandatory is to mislead the public and educators. A better term would be "authorized" which would mean that a resource had received the department's stamp of approval but would leave the final selection decision at the local level.

Some thought should be given to the question of continued listing of supplementary resources in department publications. Teachers and parents can be forgiven for mistakenly interpreting this listing procedure as approval by Alberta Education. In fact, the department has rarely examined the materials listed in this category. Alberta Education has certainly never accepted the same degree of responsibility for the quality of supplementary resources as it has for prescribed and recommended materials. Confusion regarding terminology is unnecessary and should be eliminated.

Recommendation #7 - Reviewing the Audit Criteria

It is recommended that Alberta Education, through the Program Development Division, review and revise both the six tolerance and understanding criteria and the audit procedures and categories.

Rationale. Audit activities on such a massive scale as this study has required are bound to uncover flaws in the process. Throughout both parts of the curriculum review evidence accumulated about the problem of overlap among the six criteria. Auditors found the distinctions which which separated the various criteria to be somewhat obscure.

The presence on the Curriculum Audit Form of the column headed "other considerations" proved unfortunate. The problems encountered during validation were due in the main to the inclusion of a "sixth column". A number of auditors were thereby persuaded to expand the terms of the audit beyond the five basic minority groups.

Difficulties arose for reviewers in assigning a category to a resource once it was evaluated. It has been suggested that the use of only three categories forced reviewers to make decisions they considered to be too harsh under the circumstances.

One way to implement this recommendation would be to assemble as many reviewers as can conveniently be gathered and to conduct a "post mortem".

Recommendation #8 - Resource Selection Procedures

It is recommended that curriculum development branches incorporate into learning resource selection procedures the revised procedures adopted for the tolerance and understanding audit.

Rationale. This recommendation supplements Recommendation #4 from Part I. Once the six criteria, the audit procedures and categories have been refined, they should be systematically employed by learning resource committees.

Recommendation #9 - Meeting with Publishers

It is recommended that the Program Development Division of Alberta Education convene a meeting of educational publishers to acquaint them at first-hand of the results of this curriculum review.

Rationale. Educational publishers need to know the outcomes of the Review because their products are involved. Furthermore, they need to an opportunity to present their points of view, and to suggest ways and means whereby the common goal of fostering tolerance and understanding may be achieved. There exists between Alberta Education and educational publishers a strong bond of mutual respect, generated in part by the biennial publishers' conference last held in 1982. It is time to reconvene the participants to consider the implications of the findings of the Curriculum Review.

Recommendation #10 - Mandatory Learning Resources

It is recommended that Alberta Eduction re-consider the question of whether the use of exemplary learning resources in certain subjects should be made mandatory.

Rationale. Under the provisions of the School Act, school boards may through resolution, prescribe substitutes for those "approved" by Alberta Education. This means that local jurisdictions may reject the use of learning resources which have been chosen because of their exemplary characteristics, one of which may be the superior quality of the resource in fostering tolerance and understanding. Unless school boards themselves are going to employ the province's procedures for rating materials, or a procedure equally stringent, the risk of "problematic" and "unacceptable" resources appearing in classrooms will mount sharply.

The danger just described is greatest in two subject areas, language arts and social studies. In these subjects, many resources are identified by the department and yet it is quite possible for all or vitually all of these to be rejected within a school. A case in point is the selection of novels in senior high language arts. Although an extensive listing in annotated form is distributed by the department, teachers may ignore the entire list and make their own choices.

What if all of a teacher's personal selections prove to be "unacceptable" or "problematic"? Can the department absolve itself of its responsibility to the pupils of that teacher by merely proclaiming that it is the teacher's fault and not the department's? The same situation could apply in social studies.

One possible solution is to create an additional category of learning resource with a restricted number of titles, one or more of which all teachers must use. Just as there is a mandatory core content in most curricula, so might there be a mandatory core of learning resources in certain subjects.

Concluding Statement

The review of approved learning resources has corroborated the findings of the earlier audit of Alberta Education publications. Once more the outcomes of the review demonstrate rather convincingly that learning resources endorsed by the province meet the criteria for fostering tolerance and understanding of minority groups. Well over 90% of all resources audited were rated "acceptable", and only a small percentage, less than 5%, eventually have been rated in a lesser category.

Not only do the results generally confirm the efficacy of the procedures used by department committees for selecting learning resources, but the results also demonstrate that publishers have been conscientious in improving their products with respect to tolerance towards individuals and groups based on age, sex, race, religion and handicap. Recently published materials are significantly better than older resources in terms of tolerance and understanding.

Despite the optimistic tone of the preceding statement, weaknesses were identified in learning resources. Not enough attention is paid to the physically disabled or to the health impaired in the activities or student exercises covered by approved resources. This defect should be remedied in future selections.

In the same vein, while resources by and large are not negligent in the way they portray minority groups and individuals, there are too many missed opportunities for the department to feel complacent about the issue of tolerance and understanding. Furthermore, it is one thing to state that learning resources inform pupils about cultural similarities and differences and thus further their awareness and understanding. It is quite another thing to mistake this new awareness for respect. Respect does not automatically follow from knowledge. Respect must be carefully nurtured and actively promoted, for its acquisition represents the individual's final step as he or she moves from ignorance to enlightenment.

To respect someone is to hold that person in high regard, to go beyond tolerance and understanding. How well approved resources promote respect for minorities was not adequately addressed during the audit. Maybe the question defies an answer because learning resources in and by themselves cannot accomplish that final step. Perhaps only teachers and other adults who work daily with and relate to our young people can achieve this important goal. While learning resources undoubtedly play a role in the attitude formation of children, their importance in this regard should not be over-estimated.

Not all subject areas lend themselves equally to the promotion of tolerance and those that do may do so in quite different ways. A course such as physical education could be modified to provide participation opportunities for up to 30% of the functionally impaired. A study of law provides students with the opportunity to examine human rights legislation and to note the position taken with respect to equality of all citizens regardless of race, creed or colour. Courses with a large cultural component are in a much better position to promote tolerance of minorities than are subjects whose content is entirely technical or skill-oriented. One would not expect to see significant contributions to cultural understanding occurring in typing and shorthand classes.

The serious problem created by lack of rater consistency has already been fully covered in the section on Validity. This weakness could exacerbate the effects on teachers and boards of delisting materials if action is not taken to correct the fault. Suggestions have been made concerning appropriate measures to confirm ratings and to ameliorate the impact of delistings on the operation of schools. The possibility of revising teacher editions of flawed resources should be investigated.

This action might prove a relatively inexpensive way of assisting teachers to remedy identified defects. Delisting a text that has widespread classroom use has major financial implications for both school boards and the department's School Book Branch. For this reason, delisting should not take place except as a last resort.

The exercise just completed brings into question the hallowed principle of transfer of training. The inclusion of the sixth criterion on critical thinking is a reflection of the belief that children who are taught the skills of critical thinking will somehow become more tolerant and understanding of minorities. Should that belief not be sustainable in practice in the classroom, then the criterion loses its power. For many years students were taught to think logically (deductively and inductively) through Euclidian geometry. However, we have long since abandoned the notion that the powers of logic thus gained would be applied in preparing an argument in English or in social studies.

Being able to think critically is an important skill. It is essential to problem solving, to scientific and to social enquiry. However, while it is necessary for all of these, it is not a sufficient guarantee of either wisdom or tolerance and understanding of minorities. Wisdom comes with experience, and tolerance comes when teachers actively promote it in their classes by using the "stuff" of the curriculum, and when they, themselves, model tolerance and respect for all.

This audit has asked a lot of important but rather obvious questions. For instance, Is a book sexist if its illustrations depict men and women in traditional roles? Is a resource culturally biased, when all the characters in exercises or in simulations have been given Anglo-Saxon names? Are books biased against the young or the old because all the graphics portray adolescent boys and girls?

These questions beg a higher order of question. Are the defects listed serious or blatant or are they relatively unimportant? How flawed must a book be before it must be withdrawn (delisted)?

Conversely, is a text "acceptable" because its graphics and language are neutral? Is this enough to promote tolerance and understanding of females and ethnic groups? These are the deficiencies which are most easily detected and they are the ones auditors mention most frequently. It is possible to reject or accept a learning resource on largely superficial grounds and at the same time totally ignore the subtler aspects of intolerance/tolerance incorporated in the content. Well trained people are needed to carry out the kind of analysis referred to here. Perhaps, it is even necessary to see through the eyes of a member of a minority group before making final judgements.

Of all the questions raised by the audit none are more important than the issue of censorship and historical revisionism. And yet the audit has not really dealt with either issue. At what point in the process of "cleaning up" Alberta Education's publications and approved learning resources will we have crossed the boundary separating the elimination of biased references and the rewriting of history? Will "correcting" the language of history texts so that certain groups are portrayed in more positive and acceptable terms update history at the same time? When books are selected because their contents reflect the "current reality" and other books are rejected because while their contents were accurate at the time of writing, the books no longer reflect the "current reality", are we not engaging in a form of censorship? If a novel of acknowledged literary merit is removed because of negative references to a minority group, what is the real cost to the student?

Depriving teachers and hence their students of access to learning resources is an extremely serious matter. Materials of all kinds and quality are required to illustrate the good and the bad. By experiencing some of both kinds students can see the difference and learn to choose the good.

It seems appropriate to close this report with a quotation from a document, Proposed Criteria For the Review of Program and Supporting Materials With Respect to Tolerance and Understanding, which was written to assist auditors.

> The criteria outlined should not be applied in isolation. It may be a legitimate goal or objective of a curriculum to investigate alternative points of view, some of which may well reflect varying degrees of intolerance. In an accurate portrayal of history, it may be necessary to present intolerance as was evident in that historical society at the time of study. As a consequence, the art, literature, folk tales, or music of that historical society may unavoidably deal with examples of intolerant situations. In the application of these criteria, therefore, one must also take into consideration the intent of the curriculum involved.

Appendix F

Language Services Branch Interim Report

CURRICULUM AUDIT

Language Services Branch

PROGRESS REPORT

January
1984

TABLE OF CONTENTS

PART I

1. BACKGROUND INFORMATION 3

1.1 Legal Basis 3

1.2 Program Description 3

1.2.1 French Language Instruction 3
1.2.2 Ukrainian Language Instruction 4
1.2.3 Second Language Programs 5
1.2.4 English as a Second Language 6

1.3 Limitations and Delimitations 7

1.3.1 Enrolments 1982-83 7
1.3.2 Delimitations 7
1.3.3 Limitations 8

PART II

2. REPORT ON FINDINGS BY PROGRAM AREAS 11

2.1 French Language Instruction 11

2.1.1 Le français à l'élémentaire 11
2.1.2 Le français au secondaire 13
2.1.3 Summary 15

2.2 Ukrainian Language Instruction 15

2.2.1 Major Criteria 16
2.2.2 Summary 17
2.2.3 Recommendations 18
2.2.4 Conclusion 18

2.3 Second Language Programs 19

2.3.1 French as a Second Language 19
2.3.2 Ukrainian as a Second Language 20
2.3.3 German as a Second Language 21
2.3.4 Latin as a Second Language 22
2.3.5 Summary 22

2.4 English as a Second Language 22

PART III

3. CURRICULAR DOCUMENTS 25

3.1 French Language Instruction 25

3.1.1 Introduction 25
3.1.2 Curriculum Guides 25
3.1.3 Monographs 28
3.1.4 Other 30
3.1.5 Summary 30

3.2 Instruction in Ukrainian 31

3.2.1 Introduction 31
3.2.2 Major Criteria 32
3.2.3 Recommendations 35
3.2.4 Summary 35

3.3 Second Language Programs 35

3.3.1 Introduction 35
3.3.2 French as a Second Language 36
3.3.3 Ukrainian as a Second Language 38
3.3.4 German as a Second Language 39
3.3.5 Italian as a Second Language 40
3.3.6 Spanish as a Second Language 40
3.3.7 Summary 41

3.4 English as a Second Language 42

3.4.1 Introduction 42
3.4.2 Focus of Report 43
3.4.3 Curriculum Audit Six Major Criteria 43
3.4.4 Recommendations for Action 46
3.4.5 Summary 46

PART I

1. BACKGROUND INFORMATION

1.1 Legal Basis

In Alberta, there is one program of studies for each level of schooling: elementary, junior high and senior high. These programs prescribe the objectives and content of the courses approved by the Minister of Education. They also contain lists of the learning resources prescribed for each course.

While the majority of pupils in Alberta receive instruction in the English language, legislation permits instruction in languages other than English. With respect to instruction in French, the total instructional program may be offered in the French language in Grades 1 and 2, but an English language arts course must be offered in all subsequent years.

However when instruction is offered in a language other than one of the official languages, a maximum of fifty (50) percent of the instructional time may be in that language. At the present time, Alberta Education plans and develops curricular documents in French and Ukrainian only, to assist teachers implement instructional programs in which the language of instruction is not English.

1.2 Program Description

1.2.1 French Language Instruction[1]

French language editions of the programs of studies are available to schools wishing to offer instructional programs in the French language. In these documents, a general goal statement indicates that

---

[1] Instructional program in the French language is defined as a teaching-learning process in which the teaching and learning of all subject matter, except English, is carried on in the French language. For example, mathematics beginning in Grade 1 through Grade 12 is taught in the French language using French language textbooks and testing materials.

"it is intended that pupils in these classes are given opportunities to develop the knowledge, the skills and the attitudes expected of pupils in Alberta schools while at the same time acquiring fluency in both English and French." (A-7)

Courses in the French language editions of the programs of studies include:

a. A French language arts course, in which the rationale, goals, objectives, content and prescribed learning resources are stipulated.

b. Courses such as social studies, music, drama, physical education and the fine arts have been adapted from the programs of studies (English editions) to facilitate the attainment of cultural and linguistic objectives specified in the goal statement.

c. Courses such as mathematics, science and health which are similar to those documented in the English editions of the programs of studies.

For these three categories of courses a list of prescribed learning resources is also provided.

1.2.2 Ukrainian Language Instruction[2]

A Ukrainian language edition of the programs of studies is available to schools wishing to offer an instructional program in the Ukrainian language. This edition contains course outlines for the following:

a. A Ukrainian language arts course outlining the rationale, goals, objectives, content and a list of prescribed learning resources required to learn the Ukrainian language.

---

[2] Instructional program in the Ukrainian language is defined as a teaching-learning process in which the teaching and learning is carried on in the Ukrainian language to a maximum of 50% of the school day for subject areas such as Ukrainian language arts, social studies and music.

b. Course outlines for social studies and music in which the content is similar to the English language program, but additional sections are developed to facilitate the attainment of cultural and linguistic objectives specific to the Ukrainian language and culture. A list of prescribed learning resources is provided when available. In this document, a general goal statement indicates that: "it is intended that pupils in these classes are given opportunities to develop the knowledge, the skills and the attitudes expected of pupils in Alberta schools while at the same time acquiring fluency in both English and Ukrainian." (Page A-7)

1.2.3 Second Language Programs[3]

Second language programs have been offered in Alberta schools since the province was formed. In these instances, the second language program is a distinct subject being studied for a period of time on most school days. In Alberta, such programs are presently available for French, Ukrainian, German, Spanish and Latin. An Italian program is presently being finalized for approval. Following is a breakdown of programs available:

PROGRAMS	GRADES	STATUS
. Primary French Guidelines	1-3	Final revision stage
. Nine-Year French program	4-12	Implementation stage
. Six-Year French program	7-12	Implementation stage
. Three-Year French program	10-12	Implementation stage
. Six-Year Ukrainian program	7-12	Implementation stage

---

[3] Second language programs are defined as programs in which a language other than English is taught as a subject and instruction is limited to the study of that language and its literature.

PROGRAMS	GRADES	STATUS
. Three-Year Ukrainian program	10-12	Implementation stage
. Three-Year Spanish program	7-12	Implementation stage
. Three-Year German program	10-12	Final revision stage
. Junior High German program	7-9	Developement stage
. Three-Year Italian program	10-12	Piloting stage
. Three-Year Latin program	10-12	Revision stage

1.2.4 English as a Second Language

In 1980, the Minister of Education initiated program development activity in English as a second language in response to requests arising from the influx of students new to the province who did not have sufficient knowledge of the English language to follow instruction in regular English language classes. In response to this Ministerial statement the goals for this program are:

a. To maintain and develop a sense of self-worth and confidence in ESL/D students;

b. To prepare ESL/D students to study and work where Canadian English is the language of communication;

c. To provide ESL/D students with an orientation to the cultural and social environment of the school while maintaining pride in their linguistic and cultural heritage.

The following documents have been developed or are now being developed :

DOCUMENTS	STATUS
. Guidelines and Suggestions for the Administration and Organization of Programs	Interim Edition

DOCUMENTS	STATUS
. Monograph on Learning Resources	First Edition
. Elementary Curricular Guidelines and Suggestions	Pilot Edition
. Junior High School Curricular Guidelines and Suggestions	Pilot Edition
. English as a Second Language: 10A - Basic English (Non-Credit Course)	Pilot Edition
. English as a Second Language: 10B - Skills Across the Curriculum (5 credit course)	Pilot Edition
. English as a Second Language: 10C - Introduction to English Literature (5 credit course)	Pilot Edition

1.3 Limitations and delimitations

1.3.1 Enrolments 1982-83

	STUDENT ENROLMENTS	GRADES
. French Language Instruction	15,452	ECS-12
. Ukrainian Language Instruction	1,277	ECS-9
. French as a second language	109,275	1-12
. Ukrainian as a second language	1,000	7-12
. German as a second language	2,442	10-12
. Spanish as a second language	120	10-12
. Italian as a second language	232	10-12
. Latin as a second language	214	10-12

1.3.2 Delimitations

a. The Language Services Branch has not reviewed any curricular documents nor learning resources which are direct translations from the English language, because it was assumed that they would be audited by the Curriculum Branch, e.g., mathematics, science, physical education and health, etc.

b. When documents have been adapted from an English language edition, only the components which have been adapted have been audited, e.g., social studies.

c. All curricular documents have been reviewed by departmental personnel because of the limited availability of personnel at the school system level. Departmental personnel participated in a one-day training workshop for the audit.

d. Total audit review will include approximately 100 individuals.

1.3.3 Limitations

a. The audit of learning resources was conducted by members of existing curriculum committees assisted mainly by certified teachers not presently involved in teaching.

Two auditors for the French language instruction portfolio were non-educators with university degrees. Their audits dealt mainly with literary selections like novels and plays. These auditors attended a half-day training session presented by departmental staff. It should be noted that in this portfolio all the prescribed learning resources dealing with the literature component of the program were reviewed by at least two separate auditors and at times by three individuals.

b. The training of auditors was limited to a half-day session because of the constraints of time and availability of personnel.

c. Because of time constraints, revisions to the audit reports were limited.

PART II

2. REPORT ON FINDINGS BY PROGRAM AREAS

2.1 French Language Instruction

As explained in the "Background Information" section of this document, there is one program of studies available in Alberta for each level of schooling. The French editions of these programs of studies differ from the English in that they contain an additional course for French language arts. For the purposes of the audit, a review of the elementary and secondary French language arts program is provided. The review was carried out by the curricular assistant responsible for the program.

2.1.1 Le français à l'élémentaire

The major thrust of the program **Le français à l'élémentaire** is "communication". Indeed, the main thrust of the total program is clearly stated in the text: "to develop and enhance the student's ability to communicate effectively with his human and physical environment via the French language." This communication is not unidirectional. The student is expected to act upon his environment (speaking and writing) and also to react (listening and reading) to it. This mode of communication rests upon an implicit assumption of the equality of mankind and of respect for humanity. In no instance, are students to be taught that communication is to serve ends such as dominance and disrespect.

In the development of listening skills, students are to acquire an attitude of respect for and attention to others. They are to accept the contribution of others and to respect diversity of opinion. Such skills are to be developed in an atmosphere that promotes effective and positive listening. Faithful to the main thrust of the program, the reading component specifically affirms that this skill is to be integrated with the wide variety of human experiences and endeavours. Such non-restriction is evidenced also in the objective to be pursued in the development of writing skills. The student is expected to write on a variety of topics by acquiring a progressively more extensive vocabulary so that he may express clearly the nuances of his thoughts and feelings.

The importance of developing a positive self-concept is integral to the manner in which the teacher is to correct the student: at all times, the feedback to be provided to the student should display tact and sensitivity in order to prevent possible negative reactions. The nurturing of a positive self-concept is to be facilitated by allowing "all the students to become aware of the English and French cultures in a direct matter" and by providing opportunities "to facilitate communication between English and French-speaking Canadians". Consequently the program should assist the French-speaking student gain a greater knowledge of and pride in the cultural tradition from which he originates. For the other students, the program will allow them to gain a greater appreciation for the cultural traditions of one third of their fellow citizens. As a result, it is hoped that all these students will learn to value and preserve the richness of the cultural diversity of our country.

Finally, an integral part of **Le français à l'élémentaire** is the development of critical thinking skills. These skills are to be developed in all facets of communication such as speaking and reading. For example, the students must distinguish between true and fictional accounts; they must identify the time period during which an account was written.

They must also compare the points of view of two writers who are dealing with the same issue or theme. Finally, the acquisition and gradual mastery of the lexical and grammatical elements of the

French language help the students to express themselves clearly and to understand the ideas of others. Thus, **Le français à l'élémentaire** serves well to foster in the students an ever-increasing tolerance of and respect for others. The specific groups and distinguishing characteristics are not explicitly stated. In the revision of the program, it would be advantageous to do so. This would ensure that these important features would receive explicit consideration in the selection of learning resources, of topics for oral discussion, and of themes for written assignments.

2.1.2 Le français au secondaire

The program **Le français au secondaire** has the same major thrust as the program at the elementary level: communication. To achieve this aim, it divides the discipline into two major areas, language and literature.

The promotion of a positive outlook about other people's characteristics can be addressed by having the students recognize and appreciate the different aspects that should be considered in the physical and moral portrait of a person. They are also encouraged to determine the emotional reactions of a person in a given situation. In both instances, certain literary excerpts and written assignments can be used to illustrate the just and fair assessments that a person can make about others. Such excerpts can also serve in the development of a positive self-concept.

In addition, the program aims to develop in the student a love for reading as well as realization that reading allows a person to understand better his inner and outer world. This discovery of personal enrichment contributes effectively to the development of *positive attitudes towards oneself* and others.

The section "Prolongement" affords the teacher many opportunities to highlight the variety of contributions individuals and groups have made to the various facets of French-Canadian culture.

Similarly, the study of literature affords opportunities to discover the achievements that have been made throughout history. However, the possibility of pursuing this objective is only implied in the program. The reference to French-Canadian culture is extremely limited. Also, the section on literature makes no references to the recognition of excellence in various human endeavours. It is not indicated that the purpose of oral and written reports is to convey truth. The purpose to be pursued through seminars and debates is not indicated. The various difficulties in describing objectively people and events are not mentioned. The pitfalls that can attend the interpretation of literary passages are not recognized. The importance of identifying and understanding the time and setting of a particular narrative is not stressed. Increased emphasis might be placed on the use of symbolism to convey truth or error about people and events.

The program serves well to convey the importance of critical thinking. Throughout the six years, the teaching of grammar aims to develop mastery in all aspects of the language; to communicate effectively, and to recognize the various forms, nuances and objectives inherent in all types of communication. The student is encouraged to develop his capacity to reflect and to think in a logical manner. He learns to recognize the various forms and relative value of various types of statements and passages. This allows him to interpret literary selections, to analyse and understand his world, and to recognize the various intents of the author. The identification and discussion of themes also lends itself well to the promotion of critical thinking skills.

2.1.3 Summary

These two reports indicate that when a review of these programs is undertaken, specific statements should be developed to clarify the intent that tolerance and understanding of the various minority groups is inherent to the program. At the present time the interpretation of literature emphasizes the linguistic and literary aspects, with minimal reference to tolerance and understanding. The further review of the curricular documents and the learning resources will provide greater insights into what actually gets into the hands of students in the classroom.

2.2 Ukrainian Language Instruction

Four documents in the category of "course outlines" were reviewed in the Instruction in Ukrainian section. These consisted of three course outlines for Ukrainian Language Arts -- grades 1-6, grades 7-9, grades 10-12, as well as the "Recommendations for Teaching Difficult Objectives". The "Recommendations" have been appended to the Ukrainian translation of the Social Studies Curriculum (1-6). Their intent is "to provide the teachers with additional strategies for teaching and thus facilitate teaching and learning in the bilingual classroom." They supplement the content of the regular social studies program.

The three course outlines for Ukrainian language arts all have sections which closely parallel the English language arts program. In addition they have content peculiar to a language arts program in a second language. In all three Ukrainian language arts programs an effort has been made to maintain an approach similar to that of English language arts so as to facilitate transfer of knowledge and skills. These four documents were reviewed jointly by the curricular assistant responsible for the program with assistance from a program developer on secondment to the Language Services Branch.

2.2.1 Major Criteria

a. Avoids Unfair Judgments

None of the documents contain materials that overtly make unfair judgments of others. Moreover, the three language arts programs have been developed to meet the needs of a minority language group and their goals explicitly state that acquisition of a minority language and culture will help the students develop empathy and respect for all languages and cultures. This concept is especially well developed in the most recent of the three programs, Ukrainian Language Arts (10-12).

b. Nurtures a Positive Self-Image

All three language arts programs hold to the philosophy that self-expression of ideas and feelings is a necessary part of language development. They encourage students to value their language and the language of others, to appreciate the values of a minority culture (in most cases their own) and to value differences in language and culture. The "Recommendations" suggest that teachers carry on activities which allow the students to express their own opinions and grow to understand their own traditions and culture.

c. Contains Generalizations That Promote Unfair or Inaccurate Judgments of Individuals or Groups

None of the documents contain explicit material of this nature. All three language arts programs explicitly promote a critical understanding of oneself and others, their language and culture.

d. Conveys That Excellence in Human Endeavour Can Be Found in All Human Groups

All three language arts documents stress excellence in language use and the need for perfecting language skills. In the case of these programs, excellence is achievable in a non-official, minority language. Achievement in Ukrainian is as valued as achievement in English.

e. Do They Fail by Omission to Assist Teachers to Deal Positively with Tolerance and Understanding?

The goals and objectives of the three languages arts programs and the activities suggested in the "Recommendations", do encourage the development of tolerance and understanding. However, the documents do not guide the teacher in dealing with the sensitive issue of fostering one specific minority culture (Ukrainian) in such a way as not to affect negatively the students' attitudes toward the majority culture or other minority cultures and individuals. There are no guidelines as to how Ukrainian culture itself should be handled or what sensitivity should be shown to variations within the Ukrainian group in Canada.

f. Conveys Nature and Value of Critical Thinking

The content of the documents reviewed is very conducive to the development of critical thinking. Students are encouraged to hypothesize, to interpret, and to evaluate their own view and those of others. They are encouraged to examine their own experiences and relate them to the experiences of others.

2.2.2 Summary

In general, the documents cover the major criteria very well. There is no overt intolerance. There is sensitivity to the problems of variations in language and culture. The students' self-expression is considered vital for language development, and excellence in the use of language is emphasized. Critical thinking is highly valued. However, the wider issue of how the teacher should proceed in fostering the development of Ukrainian language and culture, within the contexts of a dominant majority culture and many other cultures, is not dealt with. This lack of guidance potentially could allow for the development of ethnocentric attitudes in the students, although the stated intent of the program is to foster appreciation of all cultures.

2.2.3 Recommendations

Any reservations expressed by the reviewers of the documents could be satisfied by the formulation of a policy on instruction in languages other than English or French. Such a policy should clarify:

a. the purpose of these programs in relation to instruction in English/French

b. the treatment of the specific minority culture in the program

c. the treatment of other minorities and the majority.

2.2.4 Conclusion

It is to be noted that while the findings of this review will not change, the Summary Statement and Recommendations are tentative at this time. The review of the curricular documents and the learning resources used more directly in the teaching process will allow recommendations of a more definite nature.

2.3 Second Language Programs

The course outlines for second language programs are found in the English language edition of the elementary, junior high and senior high school programs of studies documents. The review of these documents was conducted by the curricular assistant responsible for second language programs. There are two programs available to schools: an old program 1970, 1974, and a new program, 1979, 1980, 1984. By 1990, the old program will have been replaced by the new program. While no major problems were encountered in the review, the following statements were made for each program:

2.3.1 French as a Second Language

Programs:	French as a Second Language	(1970, 1974)
	Nine-Year French program	(1980)
	Six-Year French program	(1979)
	Three-Year French program	(1980)

The primary intent of the French as a second language program is to develop basic language skills that would permit communication in the French language with French-speaking people. In these language programs, students will develop an understanding of the contemporary values and behaviour patterns of the people whose language is being studied. By developing cultural sensitivity, cultural understanding towards French-speaking people is enhanced. As well, the programs draw attention to and deal with similarities and differences between cultural groups, particularly the French and English-speaking peoples.

The goals of the programs are set within the context of a multicultural concept of Canada with the stress on the shared conceptual bases of French and English languages. With the primary focus on the French people, students are expected to develop an appreciation of the contributions French people have made to western civilization both nationally and internationally. Furthermore, the programs acknowledge the worth and legitimacy of regional, social, and functional variations in the French language.

Within the constructs of race, nationality and ethnicity, three criteria for tolerance and understanding are met satisfactorily: the programs nurture a positive self-image for those who identify with or relate to the French or French-Canadian community. The programs promote positive attitudes to all human groups on grounds that each contributes significantly to the social and cultural world; and, the programs contain content that requires critical thinking. The review of the program points to one omission: references to cultures apart from French exclude all others except English. There are no explicit references to other language groups.

However, statement in the rationale and goals indicate that attitudes of understanding, tolerance and acceptance should apply generally to include other ethnic groups. That is, students are expected to develop sensitivity and acceptance towards various cultural values and lifestyles. **It is recommended that in future revisions this implicit expectation be made explicit.**

2.3.2 Ukrainian as a Second Language

Programs: Three-Year Ukrainian program
Six-Year Ukrainian program

The Ukrainian as a second language programs reflect the Goals of Basic Education. In the affective realm its main objectives are open-mindedness, flexibility and readiness to understand and accept others. In the cognitive area, the objectives of the programs are to develop skills in the learner for effective communication with others. Both sets of objectives are directly related to tolerance and understanding.

The above-noted attitudes primarily address minority ethnic groups and culture. There are only references to groups defined by social class, region or religion. The criteria which are met satisfactorily by the programs are - avoids unfair generalizations (nos. 1 and 3), nurtures a positive self-image (no. 2), excellence found in all human groups (no. 4), promotes critical thinking (no. 6).

Specifically, the programs are based on accurate knowledge and information about Ukrainians (criteria 1 and 3). Ukrainians are viewed as a significant minority contributing to the political, economic and cultural growth of Canada (criteria 2 and 4). These contributions can be found among all Ukrainians regardless of social class, religion, or aptitude, ability, ethnic background, etc. The Ukrainian language and culture is viewed in relation to other cultures as well as the variations that occur within it. Contrastive linguistics and cultural analysis necessitate the development of critical thinking skills.

2.3.3 German as a Second Language

Programs: German as a Second Language, Program of Studies for:

Junior and Senior High	(1974)
Three-Year program	(1984)

The major thrust in the German as a second language program is on attitudinal and cultural as well as linguistic goals. In the current program (1974) there is little or no explicit reference to the articulation of these goals in terms of developing dispositions of tolerance and understanding towards various cultural groups.

The new program (1984) which will replace the old, stresses multiculturalism and the role of the German language and culture within it. The development of tolerance and understanding in learners becomes a major goal. Students are expected to develop appreciation of the German and other cultures. They are expected to know that German-speaking people make significant contributions in all areas of the humanities, social and natural sciences. In summary, the social constructs of culture and ethnicity are addressed. The goals, objectives and content act to avoid unfair judgments of a group so defined. They are intended to nurture a positive self-image in the student who identifies with the German-speaking people. Critical thinking is essential if program goals and objectives are to be met.

2.3.4 Latin as a Second Language

Program: Curriculum Guide for Latin (1970)

The development of attitudes conducive to tolerance and understanding is one of the objectives of the program. However, the program does not specify which attitudes or to whom they are to be directed. The references to cultures and cultural groups are exclusively anglophone. There is no explicit acknowledgment of non-English-speaking peoples. Because the program is undergoing revision these inadequacies will be addressed and corrected in the final version.

2.3.5 Summary

The review of the junior high and senior high programs of studies statements for second language indicates that "tolerance and respect for minority groups and individuals" are addressed in a general way and specifically insofar as culture and ethnicity are concerned. However the review of the curricular documents and learning resources is expected to provide better insights because they are more specific in nature.

2.4 English as a Second Language

Since this program is presently in a development and piloting stage, there are no statements in the programs of studies. It is the intent, however, that a general statement be developed in the future for insertion in the programs of studies.

PART III

3. CURRICULAR DOCUMENTS

3.1 French Language Instruction

3.1.1 Introduction

Three categories of curricular materials were reviewed. They are:

a. CURRICULUM GUIDES

- Le français à l'élémentaire
- Le français au secondaire
- Études sociales

b. MONOGRAPHS

- Bilingual Education - The Alberta Experience
- Teaching in a Language Other Than English: The Immersion Approach

c. OTHER

- La littérature au primaire: Bibliographie

These documents were reviewed to ascertain the degree to which they promote and enhance tolerance and understanding.

3.1.2 Curriculum Guides

a. Le français à l'élémentaire

The major component of this curriculum guide is reflected verbatim in the **Programme d'étude - élémentaire.**

Consequently, the following comments pertain to those sections found in the curriculum guide only.

The curriculum guide pays particular attention to the personal dimension of instruction in the French language. Thus, the promotion of favorable judgments and the development of a sound self-image are stressed in many instances. The teacher is reminded to guide the student with tact and respect, to become well acquainted with the capacities, interests and needs of his students, and to plan instructional activities that will foster the intellectual, emotional and physical development of each student. This perspective is also present in the stated purpose of evaluation activities. Such activities are not meant to classify students but are a means to become more knowledgeable of their particular strengths and weaknesses and, as a result, be able to adapt one's teaching so that all educational objectives can be met successfully. The guide also attempts to demonstrate that excellence may be found in various human groups. Teachers responsible for a group of French-Canadian students are encouraged to develop in their students a legitimate pride in being French-Canadian.

There are no specific instances where reference is made to critical thinking. However, the value of this particular skill is very much implied, indeed is essential, if the program is to assist in the total development of each student. There is no doubt that the study of certain linguistic concepts and especially of literary selections cannot be achieved without utilizing and developing the students' critical thinking skills.

There are no instances where negative or detrimental statements are presented. One omission that should be considered in subsequent revisions relates to the cultural dimension. Very little information is given regarding the cultural content and how it could be integrated within the total school program. Also, there is *no mention of the role that other Canadian cultural traditions should play in the French language program.*

b. **Le français au secondaire**

As with **Le français à l'élémentaire**, the major component of this curriculum guide is also found in the **Programme d'étude - secondaire**. Here also, particular attention is paid to the promotion of a positive self-image in the student. For example, it is stressed that we must ensure that the French language become an affective and useful tool for all students. Spontaneous use of the French language must precede the in-depth study of certain grammatical particularities of the French language. In this manner, the teacher utilizes the student's previous success and mastery of the language as the basic building block for further detailed study of the language. Such an approach maximizes the opportunities for both teacher and student to collaborate in an atmosphere of respect for individual differences. The teacher is reminded that Franco-Albertan students belong to a minority group. This consideration must be taken into account in planning the total program of instructional activities. In this way, the program will be able to enhance the Franco-Albertans' self-image and make them more keenly aware of the contributions of French-Canadians to the growth of their country.

One of the objectives identified for writing is closely linked to promoting a positive self-image among students. The guide indicates that the acquisition of writing skills should enable all students to express any message or statement. Indeed, writing should not be an experience that limits a student's ability and interest to express his innermost thoughts and feelings. Finally, the study of literature at all grade levels presents many opportunities to sharpen the student's critical thinking skills.

A review of this document indicates that it contains no statements promoting inaccurate judgments of individuals or groups. However, the comments for the elementary guide regarding the cultural component remain true at the secondary level.

c. Social Studies

The French edition of the social studies curriculum is identical to the English edition except in Grade 3. At this particular grade level, one concept has been added to Topic B - "Lifestyles of Canadians in Other Times". This concept is "French-Canadian customs and traditions". This concept has been included to give all students receiving instruction in the French language an opportunity to appreciate the cultural heritage of one of the Canada's two founding nations. This added dimension allows the students to appreciate the unique contributions of French-Canadians to the lifestyles of people in the past and today.

3.1.3 Monographs

Ten years separate the publication of the two monographs that were reviewed. **Bilingual Education: The Alberta Experience** was printed in 1973. It states that bilingual education "wants to maximize career and lifestyle options for young people in Alberta living in a multicultural society within the context of a bilingual nation". It stresses the importance of developing pride in one's own culture and of developing an awareness and an appreciation for other cultural groups.

Teaching in a Language Other Than English: The Immersion Approach was distributed in October 1983. This document was prepared so that all parties directly involved with immersion-type programs, i.e., administrators, teachers, students and the community, would concentrate their efforts and energies in the successful attainment of bilingual fluency among all students registered in these programs. Instructional programs using the immersion approach have been implemented to respond to the needs of a small but growing student clientele. This document indicates clearly that this student clientele must be provided with experiences that will allow them to grow to their full potential. Bilingual fluency is not to be limited to a select few. Indeed, even learning-disabled students should be considered. Relevant factors that should be attended to in such a situation are identified and explained.

The development of a positive self-image rests upon a progressive series of successful experiences. This belief permeates Part II which outlines the sequence in which the various language skills ought to be introduced, reinforced and finally mastered. Language is viewed as a means for the students to express ideas, emotions and experiences that are significant to them, and consequently make them aware of the positive and unique contributions they can bring to life and to the growth of knowledge. In this manner, this document meets well the criteria of promoting fair judgments and of nurturing a positive self-image.

That excellence can be found in all human groups is clearly coveyed by the role that the cultural component can play. This dimension is not solely a school responsibility. Many human resources present in the community are identified. Finally, the importance of critical thinking skills is well described in the student's progressive understanding and use of the language he is learning.

This document contains no statements that inaccurately portray individuals or groups. On the contrary, it expresses the hope that the acquisition of a second language will assist students to become more appreciative not only of their own language and culture but also of the language and culture of other linguistic groups.

3.1.4 Other

La littérature au primaire - Bibliographie is an annotated bibliography of various written materials that could be included in a school library. The annotation provides information regarding the content or the theme of each selection as well as an indication of the grade and/or linguistic level for which it is most suitable.

Therefore, this bibliography presents a detailed listing of French written materials. Unfortunately, no mention is made of the degree to which each selection promotes tolerance and understanding. Should a second edition of this document be published, those selections containing inaccurate descriptions of people or groups should be identified so that all school librarians could be alerted to their existence.

3.1.5 Summary

The curricular documents examined in this section have been found to deal adequately with tolerance and understanding. A few minor changes have been suggested and are to be dealt with when the documents undergo revision.

In the area of social studies there are a number of teaching units that were or are being developed to accompany the program. These units will be reviewed and reported on in the section on learning resources.

3.2 Instruction in Ukrainian

3.2.1 Introduction

The materials reviewed included three curriculum guides (Ukrainian Language Arts 1-6, Ukrainian Language Arts 7-9, Music 1-3), as well as the following units:

- Ukrainian Language Arts
  - . Teaching Unit-Grade 1
  - . Teaching Unit-Grade 2
  - . Teaching Unit-Grade 3
  - . Teaching Unit-Grade 4 (pilot edition)
  - . Teaching Unit-Grade 5 (pilot edition)
  - . Teaching Unit-Grade 6 (pilot edition)
  - . Teaching Unit-Grade 7 (pilot edition)
  - . Teaching Unit-Grade 8 (pilot edition)
  - . Teaching Unit-Grade 9 (pilot edition)
  - . Teaching Unit-Grade 10 (pilot edition)

- Social Studies
  - . Teaching Unit-Grade 2 (pilot edition)
  - . Teaching Unit-Grade 3 (pilot edition)
  - . Teaching Unit-Grade 4 (pilot edition)

The two curriculum guides for language arts in part reproduce the content of the course outlines for Ukrainian Language Arts (1-6) and Ukrainian Language Arts (7-9) respectively and contain other information for aiding the teacher in implementing the program. The Curriculum Guide for Music (1-3) aids the teacher in implementing the regular music program by using Ukrainian musical repertoire.

The other material audited consisted of model teaching units for language arts or social studies. These documents were developed to guide the teacher in carrying out instruction in Ukrainian with very limited access to prepared learning resources. Because of the lack of student learning resources in Ukrainian, the social studies units have tended to become self-contained, including both teacher and student materials. This makes them in a sense both curriculum documents and learning resources, and this was reflected in the issues which arose while auditing them.

All the materials were audited by individual members of the audit team which had been trained by the branch staff. The team met twice as a group for half-day sessions to review their analyses. The three curriculum guides were audited a second time by branch staff. In this way they were given both an internal and external review.

3.2.2 Major Criteria

a. Avoids Unfair Judgments

None of the documents make overt unfair judgments about individuals or groups. Indeed, the language arts curriculum guides, in reflecting the goals of the language arts programs, as set out in their course outlines, strive to foster the development of sensitivity, respect and understanding for others.

The teaching units, however, may well contain material which a specialist would consider too limited in scope. For instance, the grade three social studies unit **Settlers of the Western Provinces** focuses almost entirely on the experiences of Ukrainian pioneers, to the exclusion of others. This narrow focus may lead to inaccurate assumptions about the nature of our society. The focus on Ukrainian materials in the social studies units is, however, not so much a matter of choice on the part of the developer as of necessity. Since the regular English language social studies resources are not available in the other languages used for instruction in Alberta schools, developers of units in those languages find it necessary to use the limited resources available in that language. Materials available for teaching social studies in Ukrainian are very limited in both quantity and range of topic. This narrowness is reflected in the teaching units designed around them.

b. Nurtures a Positive Self-Image

On the whole, the materials are sensitive to the special needs of children, to the importance of their personal experiences and their contribution to the learning process.

However, the auditors generally felt that the documents do not sufficiently guide teachers in dealing with certain sensitive issues which are currently coming to the fore, such as special needs of handicapped children, and of children who come from non-typical families. They also indicated the need for sensitivity in dealing with cultural and language variations within the Ukrainian Canadian community. Much of the materials used in the model teaching units reflect the attitudes of one particular group (post-war immigrants) and may well be foreign to the vast majority of the children in the program who are fourth or fifth generation Canadian-born.

c. Contains Generalizations That Promote Unfair or Inaccurate Judgments of Individuals or Groups

No explicitly stated generalizations of this nature were identified. However, as mentioned above, the content of the social studies units for grade 3 and 4, with its emphasis on the Ukrainian element, and without the counterbalance of the other more diversified materials available for instruction in English, may be contributing to the formation of inaccurate judgments about the history of Alberta and the West.

The units in Ukrainian language arts are less problematic, because a greater breath of material is available for that subject in Ukrainian, and because students follow a parallel course in English language arts.

d. Conveys That Excellence in Human Behaviour Can Be Found in All Human Groups

The materials do not explicitly state that excellence in human endeavour can be found in all human groups. However, the portrayal of the achievements of non-dominant groups and the emphasis in the language arts materials on excellence in language development in a language other than English, imply this principle.

e. Fails, by Omission, to Assist the Teacher to Deal Positively with Tolerance and Understanding

The auditors felt that the materials could have been more sensitive to:

- the needs of handicapped students;
- the variations in family structure which of late have become prevalent in our society;
- the needs of Ukrainian children of various backgrounds (recency of immigration, religion) and of non-Ukrainian children in the program. Specific areas of concern have been identified and recommendations made on the individual analysis sheets.

f. **Conveys the Nature and Value of Critical Thinking**

The nature of the materials (social studies and language arts) lends itself to the development of critical thinking. The development of critical thinking is stressed throughout and appropriate activities are suggested.

3.2.3 Recommendations

Specific recommendations have been made by the auditors for the improvement of the teaching units which are now in pilot form. These recommendations suggest the incorporation of specific cautionary notes to the teacher to aid in dealing with sensitive issues and in broadening the content of certain units.

Efforts should be made, wherever possible, to make available prescribed social studies resources in Ukrainian. This would widen the scope of the content covered in Ukrainian and ensure the materials reflect Canadian issues and society.

3.2.4 Summary

None of the documents foster overt intolerance. The content of some of the teaching units, drawn as it is from the limited resources available in Ukrainian, may be focusing too narrowly on "Ukrainian" materials (especially in social studies). Increased sensitivity to emerging issues like the handicapped and new family patterns is not evident.

3.3 Second Language Programs

3.3.1 Introduction

This component of the audit included a review of all curriculum guides, handbooks and monographs published by Alberta Education to assist teachers in the implementation of the programs of studies. It is noteworthy that these documents are not prescriptive in nature. The following report will provide a general summary of findings for each second language area and will be concluded by a summary statement applicable to all second language curricular documents.

3.3.2 French as a Second Language

The following documents were reviewed:

- French as a Second Language - Curriculum Guide, Secondary (1970)
- French as a Second Language (1974), Tentative Curriculum Guide
- Three-Year French Program - Curriculum Guide (1980)
- Six-Year French Program - Curriculum Guide (1979)
- Nine-Year French Program - Curriculum Guide (1979)
- French as a Second Language Handbook (1980)
- French Canadian Culture/La culture canadienne-française (Interim Edition) - 1979

In the 1974 program reference is made to the enhancement of an understanding of the values and behaviour patterns of French-speaking people, drawing attention to the contributions made by those people to Alberta and Canada. The program focuses exclusively on French culture in Europe. This content serves to develop a positive self-image insofar as a student is of French-European background. The program introduces the student to a "reality" unfamiliar to him and forces him to understand other points of view.

The 1979-80 programs develop further the cultural approach in second language learning. The second language skills encourage self-development in that students' capabilities for self-expression are expanded. Students are expected to develop sensitivity to culture in general, a greater awareness and an appreciation of cultural differences. The goals specifically address acceptance and appreciation of people who speak another language, awareness of one's own cultural heritage. The programs put student in touch with a cultural world not his own. Basic language skills permit communication with French-speaking people which is a first step towards knowledge and understanding, the basis of tolerance. Although the new programs are more cognizant of the multicultural makeup of Canadian society and the goals and objectives reflect the need for harmonious integration, the focus is primarily on French and English. There is greater emphasis on the French in Canada as opposed to Europe, and acknowledgement of cultural and social variation in the use of French across Canada. The programs aim to avoid unfair judgments of the French-speaking population and its culture, to enhance one's self-image as a person of French background, and to promote critical thinking in exposing students to other lifestyles.

The document **French Canadian Culture/La culture canadienne-française** addresses strategies for the teaching of culture. French-speaking localities, institutions, etc., in Alberta are suggested themes. If followed, students would be able to draw comparisons between Francophone groups in Alberta and Quebec, reflecting positively on both groups. All dialects are seen as legitimate and having merit.

The approach to second language instruction in the document is one that expands knowledge and understanding of various lifestyles of French-Canadians, regardless of region, locality and social class. The document on culture reinforces a student's orientation to French-speakers in Alberta, Quebec, and Canada in general. Although the depiction of those sub-cultures is set against a multicultural backdrop, it does not address the role and importance of other ethnic minority or majority groups, such as native people and the English.

Women's role is mostly confined to the contributions of the Catholic religious orders.

Since this document was developed in 1979, it does not address the issue of minority language rights found in the new Canadian Constitution.

3.3.3 Ukrainian as a Second Language

The following documents were reviewed:

- Three-Year Ukrainian Program - Curriculum Guide Grades 10-12, 1980
- Six-Year Ukrainian Program - Curriculum Guide Grades 7-12, 1981
- Six teaching units for each of grades 7 to 12 - 1982-83

The intent of these programs is to develop basic language functions that permit communication between the self and others within the context of culture and ethnicity. They emphasize affective objectives particularly as they apply to attitudes towards various cultural groups acknowledging overtly Canada's multicultural makeup. Tolerance and acceptance towards groups whose culture may or may not be one's own are nurtured through the positive presentation of facts and information about these groups. Underlying the primary purpose of the programs which is to know, comprehend and communicate with others, is the intent to expand an individual's world view conducive to harmonious social integration. Effective communication is essential to this goal. As well, these programs promote a strong self-image within the Ukrainian Canadian culture.

There are certain omissions that in future revisions should be rectified: the documents are socio-centric in that only the middle-class lifestyle is represented. The focus is primarily on youth to the exclusion of the elderly. Rural references are omitted. These faults do not seriously undermine the formation of desirable attitudes among learners towards ethnic minority groups.

3.3.4 German as a Second Language

The following documents were reviewed:

- Three-Year German Program, Curriculum Guide - 1983
- German as a Second Language, Tentative Curriculum Guide, 1974
- German 31, Supplement to German as a Second Language, Tentative Curriculum Guide, 1974

The first programs in German (1974) emphasize cultural understanding and appreciation of the German way of life. Students learn about the contributions of Germans to western civilizations. All this nurtures a positive self-image in students of German origin. What is omitted are situations depicting current lifestyles and an awareness of Germans vis-a-vis other cultural groups which would develop attitudes of tolerance and understanding of other cultural groups. Also, there is an over-emphasis on the cognitive domain and the acquisition of linguistic skills to the exclusion of affective objectives.

The current program which will replace the 1974 program addresses the above-noted problems. The focus extends beyond German-speaking peoples and encompasses other cultural groups. The ideals of multiculturalism are espoused in the learner goals. This is not at the expense of references to the German community in Alberta; students are still able to develop a positive self-image of themselves as German Canadians. The development of sensitivity for German cultural ways involves critical thinking skills. The guide cautions teachers against over-generalizing and stereotyping particularly as it applies to the German people.

3.3.5 Italian as a Second Language

The following document was reviewed:

- Three-Year Italian Program - Curriculum Guide (Pilot Edition).

Important components of this program are the goals, objectives and content which develop skills and attitudes that facilitate integration of social and cultural groups through understanding, acceptance and tolerance. Certain groups are emphasized at the expense of others. The masculine gender predominates including professions as they apply to men. The middle class is portrayed excluding the lower or upper classes. Geographic references are exclusively Northern Italy and urban centers. Because the documents are still in the development stage, these biases can be easily rectified in the final version.

3.3.6 Spanish as a Second Language

The following documents were reviewed:

- Three-Year Spanish Program - Program of Studies Statement - 1983
- Three-Year Spanish Program - Curriculum Guide - 1983

Both the program of studies statement and the guide promote "tolerance and understanding" by developing cultural sensitivity and a positive self-image about oneself vis-a-vis the Hispanic society and culture. The emphasis is on extending human relationships and developing feelings of personal achievement. The rationale is based on the notion that, as the world becomes increasingly interdependent, the ability to relate to many different types of people in a positive way becomes essential. Therefore, one must nurture "open-minded, flexible and accepting" individuals of other cultures. This process consists of inculcating certain knowledge of language and culture which builds positive attitudes and appreciation that will result in avoiding unfair judgments, inaccurate generalization and promote positive self-image. As well, knowledge acts as a basis for critical thinking through activities such as contrastive linguistics and cultural analysis.

The program is ethnocentric in that the building of linkages to other social groups is primarily exclusive to those people who speak Spanish. Occasionally the listing and use of masculine gender vocabulary predominates; however, this is not considered a major problem.

3.3.7 Summary

All second language programs developed since 1978 have the following common characteristics:

a. A set of objectives which reflect the Goals of Basic Education along with a rationale to support the inclusion of second languages in a school program.

b. A specific level of language achievement and cultural understanding for each of the second language programs.

c. Specification of skills and knowledge for each grade level.[4]

d. Specification of minimum core content as well as elective components for enrichment and remediation.

e. Suggested teaching learning strategies and evaluation procedures.

f. A recommendation for additional instructional time for the alternative six and nine-year programs, specifically that the minimum time allotments for second languages be 90 hours per year at the elementary school level, and 100 hours per year at the junior high school level.

g. Specification of conditions for more effective implementation of second language programs, such as scheduling teacher preparation and competence, and adequate instructional materials.

As a result of these commonalities, it is fair to state that all current second language programs contribute to the development of another language, open new horizons for the individual and are conducive to an appreciation and tolerance of different ways of thinking and living. It is precisely for this reason that the learning of a second language could play an increasing role in the education of all Albertans.

While it has been found that each second language program promotes the target language and culture in specific ways, because the primary goal is to acquire language proficiency, care should be taken not to promote a given language and culture to the exclusion of other languages and cultures.

3.4 English as a Second Language

3.4.1 Introduction

The development of administrative and curricular program components for English as a second language at the provincial level is very recent to Alberta Education. The first document, entitled **Guidelines and Suggestions for the Administration and Organization of Programs,** was released in November, 1982. To date there are seven documents at various stages of development. The following documents have been released to Alberta schools either through direct distribution from Alberta Education school publications offices or via formal pilots and field test projects:

- Guidelines and Suggestions for the Administration and Organization of Programs (Interim edition)

---

[4] The Second Language Coordinating Committee's position is that a specific sequence of objectives and content for second languages is arbitrary, and that requiring mastery of specific skills and concepts is more feasible on a divisional basis than on a grade by grade basis. Nevertheless, a grade by grade distribution of content and skills is outlined for articulation purposes.

- Elementary Curricular Guidelines and Suggestions for Students Requiring English as a Second Language Instruction (Field test edition; September, 1983)
- English as a Second Language 10A: Basic English for High School Age Students (Pilot edition; January, 1983)
- English as a Second Language 10B: Language Skills Across the Curriculum (Pilot edition; January, 1983)
- Monograph on Learning Resources for Students Requiring English as a Second Language/Dialect (ESL/D) Instruction (First edition; March, 1983). This document will be audited in the report on learning resources.

Two ESL documents still at the development stage of production are:

- Junior High School Curricular Guidelines for Students Requiring English as a Second Language Instruction.
- English as a Second Language 10C: An Introduction to English Literature.

The latter two documents have not been released to Alberta schools either for pilot and/or general distribution and therefore will not be audited at this time.

3.4.2 Focus of Report

This report focuses on the first four documents listed above. In addition, it is important to note that during their development all documents were subjected to the "Guidelines for Bias and Prejudice" as defined in Appendix (i) **Selection of Learning Resources Manual**, Alberta Education, June 1983.

3.4.3 Curriculum Audit Six Major Criteria

The overall philosophy for English as a second language in Alberta Education ESL documents is based on the premise that "all students, regardless of their linguistic and cultural background, will have the opportunity to develop their potential to the fullest."

a. Avoids Unfair Judgments

Since ESL evolves from a tolerant and understanding philosophical position it becomes apparent that all four ESL documents have content that promotes equal programming opportunities for all students regardless of their ethnic or racial origin. There is not one instance in the documents where students are identified by their ethnic background, race or country of origin.

b. Nurtures a Positive Self-image

The goals, objectives and sample materials in all documents foster the value of students developing and/or maintaining language skills in both English and their mother tongue. For example, in both ESL 10A and ESL 10B students are given instruction at a level commensurate with their ability as a result of initial assessment and diagnostic teaching. A primary requirement for each program component (Grades 1 to 12) is that ESL students have an orientation to the cultural and social environment of the school while maintaining pride in their linguistic and cultural heritage.

c. Generalizations that Promote Unfair or Inaccurate Judgments of Individuals or Groups

ESL students are not identified by their race, colour, religion or age, consequently no generalizations were found to be unfair or inaccurate judgments. The only possibility of an unfair generalization arising in a classroom would be the insensitive teacher who may inappropriately plan an instructional unit on a sensitive topic. In ESL 10A thematic cultural units are used to explore what each student practices in his own country. In this instance the insensitive teacher could create an embarrassing situation for some ESL students in such areas as health practices and foods. To ensure that this type of situation will not occur, specific guidelines to classroom teachers will be included in the final edition of ESL 10A. The focus of these specific guidelines will be on how to deal with sensitive thematic topics.

d. Excellence in Human Endeavour

Content in all four documents acknowledges that ESL students have a wealth of knowledge about their own countries to share with other students. The self-worth of the individual and his pride in his country are emphasized in all types of classroom situation. It is stressed that students from other countries bring first-hand and real experiences to the multi-ethnic Alberta classroom so that students can learn from each other.

e. Omission of Pertinent Data from Documents

Since ESL documents deal with culture and language and with how each relates to the ESL student's self-image, self-worth, and pride in his heritage, the audit reviewers conclude that there are no apparent omissions. It is realized, however, that insofar as the print medium is concerned, lengthy written statements have little impact on the insensitive teacher. What is needed to overcome the shortcomings of print publications are orientation workshops for the user audience. This is of utmost importance in ESL where the one main area of concern is culture.

f. Conveys Nature and Value of Critical Thinking

The orientation to language acquisition in all four documents promotes critical thinking in a variety of learning situations. It is emphasized that interesting content, real experiences and problem solving situations provide the focus for students to communicate their ideas and contributions. Students who are made to feel that their contributions are worthwhile, similarly feel positive about themselves. Throughout the four documents affective factors are intertwined with critical thinking and cognitive processes.

3.4.4 Recommendation for Action

It is recommended that ESL 10A Basic English contain more detailed guidelines to teachers on how to teach thematic units.

3.4.5 Summary

The developers of program components bring to English as a second language a high level of tolerance, understanding and sensitivity to cultural differences of students. It is concluded that the philosophy, goals and objectives for ESL are congruent with the positive aspects of each of the six major criteria specified for the curriculum audit. It is felt that the "Notes to the teacher" section of each document should contain specific guidelines on how to deal with culturally sensitive topics.

Appendix G

Language Services Branch Final Report

CURRICULUM AUDIT

* * *

LANGUAGE SERVICES BRANCH

* * *

FINAL REPORT

* * *

April, 1984

TABLE OF CONTENTS

PART I

1. ORGANIZATION OF THE REPORT 2

PART II

2. FRENCH LANGUAGE INSTRUCTION 3
    2.1 Introduction - French Language Instruction in Alberta Schools 4
    2.2 Audit Procedure 5
        2.2.1 What Was Audited 5
        2.2.2 Who Conducted The Audit 7
        2.2.3 Summary of Findings 8
    2.3 Actions Taken 9
        2.3.1 French Language Arts 9
        2.3.2 Social Studies 10
        2.3.3 Health 11
        2.3.4 Music 11
    2.4 Recommendations 11

PART III

3. INSTRUCTION IN UKRAINIAN 13
    3.1 Learning Resources 13
        3.1.1 Nature of Resources 13
        3.1.2 Ukrainian Language Arts 15
        3.1.3 Ukrainian Music 16
        3.1.4 Ukrainian Social Studies 16

3.2 Summary of Ukrainian Language Arts Resources Categorization 16

3.3 Training of Auditors 17

3.3.1 Profiles 17

3.4 Analysis of the Curriculum Audit Results According to Audit Criteria 18

3.4.1 Avoids Unfair Judgements 18

Acceptable 18

Problematic 19

Unacceptable 19

3.4.2 Nurtures a Positive Self-Image 20

Acceptable 20

Problematic 20

Unacceptable 20

3.4.3 Contains Generalizations that Promote Unfair or Inaccurate Judgements of Individuals or Groups .. 21

Acceptable 21

Problematic 21

Unacceptable 21

3.4.4 Conveys that Excellence in Human Behaviour Can Be Found in All Human Groups 22

Acceptable 22

Problematic 22

Unacceptable 22

3.4.5 Fails, by Omission, to Assist the Teacher to Deal Positively with Tolerance and Understanding 22

Acceptable 22

3.4.6 Conveys the Nature and Value of Critical Thinking 23

3.5 Recommendations 23

3.6 Synthesis of Audit Findings 24

3.7 Future Action 25

PART IV

4. SECOND LANGUAGE PROGRAMS

4.1 Introduction 26

4.2 Audit Procedure 27

4.3 French as a Second Language Programs and Resources 29

  4.3.1 Recommendations 32

4.4 Ukrainian as a Second Language 33

  4.4.1 Recommendations 34

4.5 German as a Second Language 35

  4.5.1 Recommendations 39

4.6 Latin as a Second Language 40

  4.6.1 Recommendations 41

4.7 Spanish as a Second Language 42

  4.7.1 Recommendations 42

4.8 Italian as a Second Language 44

  4.8.1 Recommendations 44

4.9 English as a Second Language 45

  4.9.1 Recommendations 46

4.10 Summary Results and Recommendations 48

  4.10.1 Recommendations 49

PART V

5. APPENDICES

Appendix A - Report on Program and Curriculum Documents A.1

Appendix B - Report on Learning Resources B.1

Appendix C - Summary Chart C.1

Appendix D - French as a Second Language - A Review of the Resources for Tolerance and Understanding D.1

Appendix E - Ukrainian as a Second Language, Italian as a Second Language, Latin as a Second Language and Spanish as a Second Language Learning Resources E.1

Appendix F - German as a Second Language - A Review of the Learning Resources for Tolerance and Understanding F.1

Appendix G - English as a Second Language - A Review of the Learning Resources on Tolerance and Understanding G.1

= = = = = = = = = = = = = =

ORGANIZATION OF THE REPORT

In January, 1984, a Progress Report was prepared by the Language Services Branch and submitted to Dr. Ann L. Harvey for integration into a departmental report. It is the intent of this document to follow-up from the January, 1984 report. Essentially, the Progress Report provided the background information necessary to get a good understanding of the program areas under the mandate of the Language Services Branch. The document also provided a summary of the findings resulting from the review of the Programs of Studies and other curricular documents. This final report will provide a summary of the findings resulting from the review of the learning resources which accompany the programs.

Since there are three distinct program areas in the Branch, the final report will provide distinct summative statements for each of French Language Instruction, Ukrainian Language Instruction and Second Languages. Since the direct responsibility for the curriculum review was borne by the three portfolio Curricular Assistants, the content of their reports was retained as presented. For this reason, there may be differences not only in writing style, but also in the organization of the specific components of the report.

• • • • • • • • • •

CURRICULUM AUDIT

FRENCH LANGUAGE INSTRUCTION

SUMMARY REPORT

APRIL 1984

I INTRODUCTION - FRENCH LANGUAGE INSTRUCTION IN ALBERTA SCHOOLS

In Alberta, the goals expected of the school are specified in ***The Goals of Basic Education for Alberta.*** *While no mention is made of the language to be used for instructional purposes in this statement, it is understood that the goals specified in this statement are intended for all pupils in Alberta, regardless of the language of instruction.*

Access to French language education is usually available to students of French origin so that interested parents have added opportunities to transmit the French language and its culture to their children. In addition, other parents also have the opportunity of having their children receive instruction in the French language regardless of linguistic background. In this way, these children too may acquire a better command of the French language and develop a greater appreciation of its culture than if they were to learn French as part of a regular school program in which French is taught as a language and not used as a language for instructional purposes.

In addition to the objectives usually attempted in Alberta schools, the following are intended for pupils enrolled in classes where French is used for instructional purposes:

1. *Encourage the learning of English and French in order to:*
    - *a) allow all students wishing to learn English and French the opportunity of learning these languages for the purposes of communicating effectively in the two languages;*
    - *b) allow all these students to become aware of the English and French cultures in a direct manner;*
    - *c) provide an opportunity to facilitate communication between English and French-speaking Canadians.*

2. *Help develop persons who are fluent in the use of both English and French in order that:*

   a) *they may learn to express themselves correctly and fluently in both languages in such areas of living as work, recreation, politics, economics, religion and home activities.*

   b) *they may successfully acquire adequate preparation to continue post-secondary education in either or both languages.*

Thus, it is intended that pupils in these classes are given opportunities to develop the knowledge, the skills and the attitudes expected of pupils in Alberta schools while at the same time acquiring fluency in both English and French.

It is hoped that the successful pursuit of these objectives will foster in pupils a greater tolerance and understanding for Canada's two founding peoples as well as for the many other ethnic groups who constitute the variety and the richness of Canada's mosaic.

II AUDIT PROCEDURE

1. What Was Audited

1.1 Program and Curriculum Documents

The following programs and curriculum documents related to instruction in the French language were reviewed:

- *Program Documents*
  : *Le français à l'élémentaire*
  : *Le français au secondaire*

- *Curriculum Documents*
  Guides - *Le français à l'élémentaire*
  - *Le français au secondaire*
  - *Musique*
  - *Etudes sociales*

Monographs - Bilingual Education - The Alberta Experience
- Teaching In A Language Other Than English: The Immersion Approach

Other - La littérature au primaire - Bibliographie

1.2 Student Learning Resources

The audit of all the learning resources identified in the three Program of Studies (French editions) as well as in the curriculum guides were audited in the following manner.

Those resources that are translations of the identical English edition, prescribed or recommended by the Curriculum Branch, were not audited. This decision was taken so that the limited personnel available for the audit of French materials could devote the required time and effort to those resources particular to the various French instructional programs. As a consequence, the resources identified for the teaching of mathematics, science, typewriting and accounting were not reviewed. Approximately one quarter of the social studies resources were not audited for the same reason. Finally, an attempt was made to review the supplementary resources. Time constraints prevented the audit of many such resources. Consequently, this report reflects the findings of the audit of prescribed and recommended learning resources that are unique to French language instructional programs.

Those resources found to be problematic or unacceptable by a first reviewer were submitted to another evaluator for a second opinion. In addition, all the literary selections at the secondary level (novels, short stories, plays) were reviewed by at least two persons.

2. Who Conducted The Audit

The Curricular Assistant responsible for French language programs reviewed all the program and curriculum documents.

The review of the learning resources was conducted primarily by the following five ad hoc committees:

- *Elementary Learning Resources Ad Hoc Committee (French)*
- *Secondary Learning Resources Ad Hoc Committee (French)*
- *Elementary Social Studies Ad Hoc Committee (French)*
- *Secondary Social Studies Ad Hoc Committee (French)*
- *Elementary Music Ad Hoc Committee (French)*

These five committees represent a total of thirty-two teachers. In addition fifteen other persons were invited to assist the Branch carry out this activity. These persons were mainly part-time or retired teachers. However, three among them were from the business world. They, along with the various committee members, received training and information related to the proper understanding of the six major criteria and the procedure for reporting the findings. The members of the French Language Education Coordinating Committee were also provided with a brief training session. Each member of the coordinating committee was asked to review two French language arts resources. This limited involvement provided them with a better understanding of the work being undertaken by the ad hoc committees. Such an understanding was deemed important since they are directly involved in recommending to the Minister the prescription of learning materials.

At its February 1984 meeting, the French Language Education Coordinating Committee reviewed the reports of all the French language arts, music and health learning resources judged to be problematic or unacceptable. The social studies learning resources similarly classified were reviewed by the *two social ad hoc committees in early March. The actions adopted by these two ad hoc committees will be reviewed by the French Language Education Coordinating Committee at its next meeting. All these meetings have resulted in definite courses of action being adopted for specific selections.*

3. *Summary of Findings*

The review of all program documents, curriculum guides and other curricular publications indicates that they demonstrate tolerance and understanding for the various characteristics identified in the audit. As a result, they were all judged acceptable.

Such a judgement is by no means an indication that all these documents are perfect exemplars of tolerance and understanding. There are specific areas that should be addressed when these documents undergo revision.

First, greater attention must be given to the cultural component in the French language arts program. Currently, its importance is mentioned but the teacher is given few indications on the role that French-Canadian culture should play in the curriculum with respect to Franco-Albertan students and all other students receiving instruction in the French language. Similarly, how and to what extent should the cultural traditions of other ethnic groups be integrated into the curriculum?

Secondly, the very frequent omission of handicapped people in both the program documents and the learning resources must be redressed.

Thirdly, the review of the French language arts program must make more explicit the promotion of tolerance and understanding as one of the key educational objectives of the program. This can be done by including pertinent information and suggestions mainly in those sections dealing with the study of literature. A more detailed presentation of the findings arising from the review of all program publications is found in Appendix A.

In the area of learning resources, 89% were judged to be acceptable, 7% problematic while 4% were deemed to be unacceptable. Those resources falling under the unacceptable category have already been delisted. Predominance of antiquated sexual stereotypes and the presence of negative or inaccurate portrayals of certain ethnic groups were the main reasons underlying the unacceptability of these resources. Those resources found to be problematic will be reviewed by the learning resources ad hoc committees and the social studies ad hoc committees to identify the necessary courses of corrective action.

It must be noted that student learning resources that have appeared during the past few years exhibit to a high degree tolerance and understanding for individuals and groups of all kinds. Many of the resources used in French language instructional programs originate from the province of Québec. We are therefore fortunate that the Québec Department of Education has mapped out stringent guidelines that must be met before a resource receives authorization to be used in Québec schools. Some of these guidelines address specifically those areas of concern upon which the curriculum audit focussed. Appendix B presents a detailed report on how and to what extent the resources met each characteristic for the six criteria.

III ACTIONS TAKEN

As of March 31, 1984, the following actions have been taken as a result of the audit:

1. French Language Arts

- *The elementary reading series "Rémi et Aline" is to be delisted.*

- *The plays "Mes premiers pas sur le plateau" and "Un oeil dans les coulisses" recommended for the Grade 7 French language arts program are to be delisted immediately.*

- *The plays "Chut! On joue la comédie" and "En scène ... Rideau!" recommended for the Grade 8 French language arts program are to be delisted immediately.*

- *The novel "La photo mystérieuse" prescribed for the Grade 7 French language arts is to be delisted.*

- *The series "Les aventures" prescribed for the Grade 7 French language arts program is to be delisted.*

- *The novel "L'aiguille creuse - Arsène Lupin" prescribed for the Grade 9 French language arts program is to be delisted.*

- *The other resources judged to be problematic will be reviewed by the Learning Resources Ad Hoc Committees in order to determine the course of corrective action. The proposed course of action will be submitted to the French Language Education Coordinating Committee for approval.*

2. Social Studies

- *The texts "A la maison" and "Celui du milieu" recommended for the Grade 1 social studies program are to be delisted.*

- *The filmstrip "L'expansion du Canada" recommended for the Grade 5 social studies program is to be delisted.*

- *The following resources prescribed for the Grade 5 social studies program are to be delisted: "La colonisation de l'Ouest", "La vie en Nouvelle-France", "La conquête de l'Ouest", "La construction du chemin de fer".*

- *The text "Vivre en Afrique" prescribed for the Grade 8 social studies program is to be delisted.*

- *The text "Peuples en péril" recommended for the Grade 7 social studies program is to be delisted.*

- *The text "Aspects du passé franco-albertain" recommended for the Grade 7 social studies program is to be delisted.*

- *The text "Le monde contemporain" recommended for the Grade 12 social studies program is to be delisted.*

3. *Health*

   - *The following textbooks prescribed for the elementary health program are to be delisted: "Ton livre de santé", "Une bonne journée", "Au grand air" and "Vous grandissez".*

4. *Music*

   - *The elementary program and curriculum guide now being developed will make explicit reference to those songs from "Un chemin pédagogique en passant par la chanson" that should not be taught because they do not promote tolerance and understanding.*

IV RECOMMENDATIONS

1. *The six major criteria and the related six dimensions as utilized in the audit should be integrated in:*

   a. *the development or revision of all programs and curriculum documents;*

   b. *the analysis, selection and adoption of all commercial learning resources;*

   c. *the development/adaptation/translation of all social studies teaching units.*

2. The future revisions of "Le français à l'élémentaire" and of "Le français au secondaire" must include:

   a. more specific information on French-Canadian culture, on its role and importance in the French language arts program and on suggested ways to integrate this particular component within the total program.

   b. information on how and to what extent the culture of the Canadian majority as well as the culture of Canadian minority groups should be an integral part of the French language arts program.

3. Social studies teaching units should:

   a. alert teachers to all opportunities/activities/resources that promote tolerance and understanding of all individuals and groups;

   b. warn teachers of the shortcomings of certain resources and indicate steps to be taken to overcome such shortcomings.

4. An annotated bibliography of all literary selections prescribed or recommended at the secondary level should be developed, including information dealing with each selection's strengths and weaknesses in the promotion of tolerance and understanding.

5. The review of "La littérature au primaire - Bibliographie" should take into account the six criteria and the related six dimensions in the selection of titles to be included in the bibliography.

INSTRUCTION IN UKRAINIAN

LEARNING RESOURCES

I. Nature of Resources

In 1980 and 1981, the Ukrainian Language Ad Hoc Selection Committees (one for grades 1-3, one for grades 4-6) met to identify and evaluate potential print resources for "prescription" and "recommendation". A total of 425 resources were examined. One hundred and eighty-six resources were rejected due to poor suitability. Only two resources were identified suitable for "prescription" (both at the grade 2 level), 30 were found suitable for "recommendation", and 207 were suggested as "supplementary" resources.

The resources were evaluated according to the following four criteria:

a) appropriateness of the content to the requirements of the curriculum;

b) appropriateness of the content to the maturity levels of intended users;

c) where applicable, accuracy and freedom from objectionable bias or prejudice; and

d) literary, artistic and/or historical merit as assessed by reputable reviewing agencies or individuals.

The overwhelming majority of resources selected for "recommendation" and "supplementation" were of a literary nature. Because these resources did not necessarily have an inherent instructional design, an adapted in-depth analysis and evaluation form was used in selecting them.

Resources were "recommended" if they could be read by the student, were applicable to a certain grade level, required little or no adaptation, could be used in their entirety and could specifically meet some language arts objective in the curriculum guide.

Supplementary resources were selected for enrichment and reinforcement of objectives to be covered. It was understood that these resources had to be used selectively and at the discretion of the teachers. The resources were intended to be read by the teacher to the students, could be used at different grade levels depending on the teacher's intent, and would require adaptation and/or modification by the teacher.

Resources were rejecteed due to the following conditions:

a) a poor fit between reading level and interest level;

b) few illustrative cues for comprehension;

c) poor physical format (small print, ect.);

d) no interest appeal;

e) inappropriate language;

f) required too much modification and adaptation on the part of the teacher; no guidebook.

The prescribed, recommended and supplementary list of print resources was presented for approval to the Ukrainian Language Education Curriculum Coordinating Committee (ULECCC) on April 27, 1981. At that time, the Learning Resources Officer made the following comments regarding the selection and evaluation of the resources:

1) There was no resource that did not require substantial teacher preparation.

2) Most of the existing resources, both Western and non-Western, were intended for native-speaking Ukrainian children.

3) Soviet materials had to be rejected mainly because of excessive ideological and political bias. Folklore published in the U.S.S.R. was the least affected by Soviet propaganda.

4) Much of the literature published in the West was written by immigrants who, although excellent writers, tended to project outdated and conservative images and expectations, many of which were inappropriate for Ukrainian-Canadian children.

5) Literature published in the West neglected issues, interests and activities typical of contemporary Canadian youth.

6) Canadian content was lacking in a majority of resources.

The prescribed and recommended resources approved by ULECCC were never formally piloted in the schools. To date, the recommended resources are not available in large quantities and class sets are impossible to purchase. The number of resources audited and the auditor results are provided below.

a) Ukrainian Language Arts

Listed in Curriculum Guide, Grades 1-6

Prescribed Resources		2
Recommended Resources		33
Supplementary Resouces		194
	TOTAL	229

Reviewed for Curriculum Audit

Prescribed Resources		2
Recommended Resources		33
Supplementary Resources		101
	TOTAL	136

Eighty-three resources were not reviewed due to one of the following reasons:

i) resource was out-of-print:

ii) publisher did not submit a copy as requested:

iii) time restrictions/deadlines prevented a reviewer from auditing the resource.

b) Ukrainian Music

Only one resource is recommended for the Ukrainian music program, grades 1-3. This resource was found to be acceptable.

c) Ukrainian Social Studies

No Ukrainian resources, at the present time, are identified as prescribed, recommended or supplementary.

Summary of Ukrainian Language Arts Resource Categorization

	Prescribed Resources	Recommended Resources	Supplementary Resources
Acceptable	1	17	90
Problematic	1	10	9
Unacceptable	-	6	2

TOTAL RESOURCES = 140

2. Training of Auditors

In order to evaluate the many resources suggested by the Language Services Branch, auditors had to be chosen. For the area of Ukrainian bilingual education, the Curricular Assistant, in consultation with the Learning Resources Officer, reviewed teachers who were or had been involved in the Program as well as instructors at the university level. All of the auditors chosen had more than two years of teaching experience and, except for one university level instructor, all had permanent Alberta teaching certificates.

Auditors were chosen according to their professional qualifications, their availability and any relevant non-educational experience.

Profiles

1. Teacher in the Ukrainian Bilingual Program for four years; taught ECS.
2. Former Second Language Consultant for Ukrainian, French an German; previous experiences included research assistant at the Canadian Institute of Ukrainian Studies.
3. Teacher in the Ukrainian Bilingual Program for six years; taught grade 2; subjects all elementary; currently working as a developer of social studies units.
4. Elementary teacher for five years; taught grade 3; has children in the Program at the present time.
5. Retired teacher; taught a variety of elementary grades; member of Amnesty International.
6. Graduate student pursuing a Ph.D. in comparative literature with a concentration in Ukrainian; teaching experience at the University level for three years.

Auditors were given background information regarding the curriculum audit -- purpose, scope, structures, timelines and objectives. The auditors were then introduced to the criteria as outlined on the Curriculum Audit Reporting Form. Working in pairs, the reviewers gave their own examples of (in)tolerance and (mis)understanding. These examples were then discussed and compared to those prepared by Alberta Education. The criteria were then applied to a set of Ukrainian materials (poems, short stories), specifically chosen for the training session.

Auditors were once more asked to work in pairs to review either a language arts or social studies teaching unit published by Alberta Education. Auditors worked together to review the document according to criteria set out by the Curriculum Audit Reporting Form. The results of each pair's audit were shared in a group session. Each criterion was discussed along with the examples given.

At the end of the training session, each auditor was given a new teaching unit (either in the area of language arts or social studies; either in pilot edition or final edition) which each auditor would evaluate on an individual basis. A week later, the auditors met again with their completed forms to discuss their results. Teaching units evaluated as "unacceptable" were given to another auditor to be evaluated a second time. Remaining teaching units were given out at this time as well as the prescribed and recommended resources. Supplementary resources were evaluated last.

3. Analysis of the Curriculum Audit Results According to Audit Criteria

Avoids Unfair Judgements

Acceptable (112)

The great majority of the resources avoid unfair judgements. However, in some of the resources, there are certain judgements (usually implicit) which could be interpreted as being unfair in terms of contemporary society. An example of this is the way females and males are portrayed. Generally speaking, males appear more often than females in both the illustrations and the text.

and males and females are often portrayed in stereotyped activities and roles. A more explicit unfair judgement is made in one resource. The resource contains a poem which implied that a daughter with blond hair and pink face, who is a good student, good worker and good dancer, is perfect. The reviewer of ANHLIJSKI PRYSLIVJA TA PRYKAZKY (English Proverbs and Sayings) made a significant point — "Proverbs and sayings are like imprints of fossils that record the values of a culture at its different states." This is a factor that affects all of the findings under all six of the Characteristics Criteria. It is, therefore, important that teachers convey this to students either by direct explanation or by using supplementary material to counterbalance the materials available.

Problematic (26)

A number of the resources contain material which might be interpreted as potentially contributing to students making unfair judgements. Most prevalently, they portray males and females in traditionally restricted roles and occupations. Other problematic materials suffer from cultural exclusivity. By portraying "standard" Ukrainian patterns (lifestyle, customs, attitude), they may be suggesting to the students that these are in some way obligatory or universal, thus contributing to simplified judgements about a complex question. The reviewers cautioned that materials of this type should not be used alone, but must be supplemented with other materials in order to present a more balanced culture and that, in some cases, cautionary notes should be included. Supplementing these materials will, in itself, be problematic because of the very limited supply of Ukrainian resources.

Unacceptable (11)

The materials which were deemed unacceptable made unfair judgements especially by sexual stereotyping, or stereotyping of the old or certain classes (e.g. the rich). One resource was rejected because of its strongly nationalistic tone and resulting partisanship. Other resources were rejected for containing material which is too limited. An example of this is the grade 3 social studies unit POSELENTSI ZAKHIDNYKH PROVINTSII (Settlers of the Western Provinces), which is almost entirely about Ukrainian pioneer experiences. Pioneers of other ethnic groups are excluded. This narrowness of focus is difficult to avoid due to the limited resources available in Ukrainian. The regular English social studies resources are not available in other languages used for instruction in Alberta.

Nurtures a Positive Self-Image

Acceptable

Many of the resources directly nurture a positive self-image, since stories are mainly of a positive nature or about positive events. In some of the resources, the young and old, males and females are presented in mentally active, creative and problem-solving roles. Some of the resources indirectly nurture a positive self-image, in that the intent is to involve all students in active participation of learning. It is recommended that teachers use the resources to help children look at themselves.

Problematic

Generally speaking, there were no problems with the resources with regards to this criterion. However, there was a minor criticism of one resource of not enforcing a positive self-image due to reference in the beginning to a "young" failure. There are a number of resources to which this criterion was not considered applicable.

Unacceptable

Certain factors in the unacceptable materials were deemed detrimental to nurturing a positive self-image. These included sexual stereotyping of roles and activities, over-emphasis on the "standard" nuclear family and stereotypic view of the culture of post-World War II immigrants as "representative" of Ukrainian culture.

Once again, these negative features can be traced to the severe limitations which affect the selection of materials for the Ukrainian Bilingual Program. Most authors of Ukrainian materials produced in Canada belong to the post-World War II immigration. Their materials, therefore, project attitudes and portray realities which are probably foreign to most of the students in the Ukrainian Bilingual Program who are young, Canadian-born and, in some cases, fourth or fifth generation.

Contains Generalizations that Promote Unfair or Inaccurate Judgements of Individuals or Groups

Acceptable

Most of the resources, as rated by the audit reviewers, do not contain material which promotes unfair or inaccurate generalizations. However, generalizations in the materials about sex roles, family types and cultural patterns (such as adherent to the traditional Ukrainian churches) may prove problematic. In the case where unfair or inaccurate generalizations are explicitly or implicitly made, the reviewers suggest that teachers can compensate by putting stories in their historical contexts.

Problematic

The problematic materials contain some cases of stereotyping and generalization, especially in regards to sex roles, Ukrainian cultural patterns and various ethnic groups (Indian, Inuit, Tartars), advantages of city life over rural, etc.

Unacceptable

Some materials did contain unfair generalization such as severe sexual stereotyping, as well as ethnocentric elements which made them unacceptable.

Conveys that Excellence in Human Behaviour Can Be Found in All Human Groups

Acceptable

A great number of the resources, especially the supplementary resources, contain tales with morals or lessons which implicitly convey that excellence in human behaviour can be found in all human groups. Many of the resources, particularly the curriculum documents with their portrayal of the achievements of non-dominant groups and the emphasis on excellence of language development, imply this criterion. In the case of some of the resources, this criterion was not deemed applicable.

Problematic (see **Unacceptable** below)

Unacceptable

This criterion, on the whole, was not a factor in rating the resources as unacceptable or problematic. In fact, the activities and occupations of some of the characters imply that excellence in human behaviour can be found in all human groups. The sole exception is the depiction of females and males in stereotyped roles and activities.

Fails, by Omission, to Assist the Teacher to Deal Positively with Tolerance and Understanding

Acceptable

The omissions identified under this criterion are directly linked with the generalization mentioned in the foregoing criteria: lack of reference to handicapped, lack of variation in sex role depiction, and cultural diversity (within the Ukrainian community and beyond it). All the materials, to some extent, are affected by these omissions though, of course, they are most serious in those resources which have been rated as unacceptable.

Conveys the Nature and Value of Critical Thinking

Acceptable

Many of the resources, directly or indirectly, stress the development of critical thinking. Some of the material (units in social studies, languages), lends itself to analysis and evaluation. It is suggested that the resources be used as a base for the teacher from which to ask questions to encourage critical thinking. Several audit reviewers recommended that teacher guides with appropriate questions be provided with some of the resources where the development of critical thinking skills is not explicitly stressed.

4. Recommendations

1. Efforts should be made to replace materials deemed unacceptable. Since none of the materials in this category are prescribed resources, "delisting" these materials would not cause any major problem or concern at the school system level.

2. Problematic materials should be dealt with in an appropriate manner such as:

   i) the inclusion of cautionary notes in certain resources;

   ii) utilization of supplementary materials to achieve balance and objectivity;

   iii) development of guidelines or a monograph to help teachers, in general, deal with sensitive issues such as sexual stereotyping, family types, cultural patterns and the emphasis to be given to Ukrainian culture in the program.

3. Efforts should be made to broaden the range of materials available for instruction in Ukrainian and, wherever possible, provide materials which reflect contemporary Canadian reality with sensitivity to emerging issues.

SYNTHESIS OF AUDIT FINDINGS

Of the three classes of materials audited (programs of studies, curricular documents, learning resources), the programs of studies were evaluated most positively according to the audit criteria. Generally, they were free of problematic content and were rated highly for the encouragement of tolerance and understanding of others, for encouraging the development of a positive self-image in the students and for fostering the development of critical thinking skills. These very positive aspects of the programs can partially be attributed to recency (they are in tune with contemporary issues) and their content (they are programs designed to meet the cultural and linguistic needs of one group and the individuals within that group in the context of a multicultural society).

On the other hand, learning resources were deemed most problematic in terms of the audit. The limitations of the resources, however, were clearly recognized when they were identified by the Language Services Branch. In presenting them to the Ukrainian Language Education Curriculum Coordinating Committee, the Learning Resources Officer clearly delineated the limitations of these materials. They were recognized as being far from ideal (see **Curriculum Audit, Instruction in Ukrainian, Learning Resources**). They were, however, identified for use in the Program because of a lack of alternatives and will have to be used until alternate materials are developed. Even in the case of the unacceptable materials, however, it is important to stress that examples of the intentional fostering of intolerance are absent. Rather, the unacceptable or problematic materials tend to be "insensitive" to social issues which are currently emerging. Once again, this is a function of their datedness and "alien-ness".

Curriculum documents such as teaching units were, on the whole, rated less favourably than the course outlines but more favourably than the learning resources. This is because, on the one hand, they are contemporary in outlook but, on the other hand, limited by the type of resources available in Ukrainian.

FUTURE ACTION

The auditors made specific recommendations for dealing with individual resources. These included:

-inclusion of cautionary notes

-supplementation with other resources or materials

-revisions to teaching units

-delisting

These recommendations will be presented to the Ukrainian Language Education Curriculum Coordinating Committee for consideration.

It would be highly desirable to formulate a policy or guidelines to help teachers deal with the problems of culture with the Ukrainian Bilingual Program. How does the teaching of culture fit into the Program? What aspects of culture and what cultural patterns are to be presented and how? What emphasis should be given to developing sensitivity to other cultures as well?

The issue of providing a Canadian education in Ukrainian should be explored. As long as basic materials available for students studying in English or French are unavailable in Ukrainian, students studying in that language will not have access to materials reflecting Canadian reality. This is especially true in social studies.

INTRODUCTION

This report consists of:

- an introductory statement in support of second language instruction and socialization for tolerance and understanding;
- summary reports for each program synthesizing the audit results of the program, curricular support documents and resources;
- summary statements in which problems in the program and materials are identified and recommendations made;
- appended detailed reports on the curricular documents and resources for each program.

The purpose of this audit review of programs, support documents and resources is to identify factors which may obstruct the development of tolerance and understanding towards various social groups in Alberta students. The review is based on the assumption that curricular content as presented in second language programs and supporting materials play an effective role in socializing for tolerance and understanding, a prerequisite for social diversity and stability. The learning of one's ancestral language or learning a second language is considered to have very positive and beneficial sociological consequences in that it promotes social cohesion. Languages differentiate and at the same time link different groups together for common purposes. More specifically, through second language study individuals are able to appreciate the important contributions different cultures make to Canada's multicultural matrix. In summary, experiences with a second language promote a favourable outlook on one's own ethnocultural background and on the cultural differences of others.

In addition to the traditional academic mission, schools are charged with the task of creating social and ethnic integration, social and economic equity of promoting cultural diversity, and of integrating such groups as the handicapped into regular classrooms. The primary intent with these policies is the promotion of tolerance and understanding for diversity. Second language programs are offered in Alberta to serve a racially, ethnically, linguistically and religiously heterogeneous student population. Although the programs are to meet the explicit needs of each group desiring a second language education, they are also intended to provide a basis for common understanding in order to mitigate potential sources of tension and conflict. Socialization for tolerance can be considered as part of a larger effort to build support for those parts of the civic culture that guarantee the rights and freedom of individuals and groups.

AUDIT PROCEDURES

This report includes the audit results of all provincial second language programs in development, pilot, optional or mandatory implementation phase. Where one program is being replaced by a new one, both old and new are reviewed. The prescribed, recommended and, in certain cases, supplementary resources were audited as well. The audit report does not report on locally-developed courses nor their accompanying resources. Nor does it include all supplementary resources, only those which time permitted. Out-of-print resources are excluded, as are ACCESS materials.

Programs and resources were audited either once or twice depending on time and manpower resources. Training workshops were held to train teachers and consultants of second languages who have participated in some way in the development of curricula. These workshops were approximately two days in length and consisted of explaining the purpose and method of the audit, acknowledging limitations in the audit process, examining and applying the audit criteria, and articulating the audit process.

A number of problems and constraints were delved into:

(a) depiction of reality versus the ideal;
(b) the difficulty in knowing what has been omitted;
(c) the intrusion of one's own value system in the process;
(d) one's limited knowledge;
(e) biases that contradict one another.

Auditors were instructed to describe accurately their findings in terms of the criteria (objective data), exercise a judgement in which the seriousness of any negative findings are assessed, and make a recommendation as to how to deal with the resource if it was found to be problematic or unacceptable. Basically, they were instructed to check the materials for accuracy, stereotyping, generalizations, bias, omission, and normative or loaded language. The results are recorded on the audit form devised by Alberta Education. Every effort was made to standardize the application of this form through training sessions and close monitoring.

Part of the training period was used to evaluate materials, discuss problems and validate results with other members of the team. The remainder of resources and curricular documents were completed individually on a contract basis.

The program curricular documents were audited by Alberta Education staff and compiled into a Progress Report, January 1984. The learning resources were audited by trained experts in the field and compiled into reports by language area (see Appendices). This report is a synthesis of those two detailed reports.

- - - - - - - - - -

FRENCH AS A SECOND LANGUAGE PROGRAMS AND RESOURCES

An audit for tolerance and understanding was carried out on program statements, curricular guides, support documents and prescribed and recommended learning resources noted below.

French as a Second Language, 1970, 1974

French as a Second Language Curriculum Guide
Secondary (1970)
French as a Second Language (1974), Tentative
Curriculum Guide.

Three-Year French Program and Curriculum Guide (1980)

Resources: French for Mastery (all components)
Son et sens/Scènes et séjours (all components)
Nos amis/Le monde des jeunes (all components)

Six-Year French Program and Curriculum Guide (1979)

Resources: Le français international
Vive le français
Passeport français/En route

Nine-Year French Program and Curriculum Guide (1980)

Resources: Répondez, s'il vous plaît (R.S.V.P.)
En français, s'il vous plaît
Tournesol

French as a Second Language Handbook (1980)

French Canadian Culture/La culture canadienne-française (1979)

In the program, the primary intent is to develop French language communication skills. This involves not only linguistic skills that enable students to speak with French-speaking people, but also the development of a certain attitude and sensitivity to the French culture conducive to social interaction. The development of critical thinking skills is essential to the study and appreciation of a cultural group. The content as defined contributes to the nurturing of a positive self-image for those individuals who identify with or relate to the French or French-Canadian community. Positive attitudes towards all groups on the basis of the contribution each group makes to Western civilization is implied. Students are expected to develop attitudes of acceptance regarding various cultural lifestyles and values.

The monograph on French-Canadian Culture introduces the student to a variety of lifestyles of French-Canadians in different regions of Canada. Variation within the French-speaking community (e.g. dialects, etc.) is acknowledged and considered legitimate and of value.

The programs place the student in a cultural world not his own. Breaking down the language barrier is considered the first step towards tolerance and understanding. Programs take a strong cultural approach that directly forces students into viewing, studying, becoming a part of a culture which may or may not be foreign to him. He is expected to develop sensitivity and understanding towards people who may be different culturally and develop an appreciation of the value of other ethnic, racial or other cultural minority groups. Although the orientation is directed towards the target group whose language is being studied, indirectly the same approach is towards other groups, i.e., cultural differences.

Generally, the resources were found to be acceptable providing that adequate inservice and support documents be available to assist teachers with the requirements of Alberta curricula.

Where the program documents focus primarily on the French-Canadian culture and how it differs from English-Canadian culture, the resources expand the reference base to include other groups with the exception of the handicapped. There is a considerable amount of material that deals with various peoples and cultures in different countries thereby offsetting potential ethnocentrism.

Specifically, the resources in dealing with the various social groups defined by age, sex and race/colour/ethnicity depict them in a positive way, thus avoiding unfair judgements. Although male and female stereotyping occurs, this is offset by presenting both sexes in non-traditional roles. It is possible to form a positive self-image in terms of one's sex, age, ethnicity, etc. Although generalizations are made, none promote unfair or inaccurate judgements of groups or individuals. The exception to this was found in certian references to older people who were seen as being not as useful to society as younger people. Similarly, occasionally non-whites are stereotyped. The criterion most inadequately met has to do with omission. Both the handicapped, non-whites and old people viewed in a highly positive way are omitted. Perhaps more serious is the fact that only middle-class with its inherent lifestyle and value system is presented. The predominance of the middle-class is characteristic of all the resources in varying degrees. The resources contain content which is appropriate for the application of critical thinking skills.

All materials were found to be acceptable with the exception of Passeport français/En route. Throughout this resource, almost all groups are stereotyped (age, sex, ethnicity/race/colour, handicapped) and often ridiculed. Although there is no attempt to portray these groups fairly, there is no intent on the part of the materials to denigrate them either. The negative depictions occur by and large in the illustrations only. These illustrations are basically cartoons in which overstatement stereotyping and caricature are *de rigueur*. The resource is basically sound pedagogically and methodologically, and for this reason, caution is recommended before delisting. Two additional audits were performed and the results were found to be consistent with one another.

RECOMMENDATIONS:

-The implicit expectation that students develop tolerance and understanding towards all cultural groups should be made explicit in the goal statements.

-That the results of the tolerance and understanding audit of **Passeport français/En route** be subjected to verification to confirm that the judgement of **unacceptable** is accurate and the resource be considered/or delisted.

- - - - - - - - - - -

UKRAINIAN AS A SECOND LANGUAGE

The following programs, support documents and learning resources were reviewed for tolerance and understanding:

Three-Year Ukrainian Program and Curriculum Guide, Grades 10-12, 1980

Resources: Ukrainian, Conversational and Grammatical

Six-Year Ukrainian Program and Curriculum Guide, Grades 7-12, 1981

Resources: Ukrainian, Conversational and Grammatical
Mova i rozmova

Teaching Units: Школа
Крамниця
Час
Де? Звідки? Куди?
У ресторані
А на весні

Supplementary Learning Resources Manual, 1984 (in print)
The following audit reports are incomplete:
Resources: Chorney, Ukrainska mova
Stechishin, Ukrainian Grammar
Ukrainian by the Audio-Visual Method

The intent of the Ukrainian second language programs is to develop basic language skills, attitudes and knowledge of culture that would facilitate and encourage communication with others who speak Ukrainian. This knowledge and understanding of the target language group facilitates tolerance and understanding among individuals and groups. Specifically, the programs' objectives are to develop open-minded, flexible individuals ready to understand and accept others, particularly members of other ethnic minorities. The resources fit and support the programs in that they reinforce these goals and objectives. The overall effect of the programs and resources is to expand the students' world view to include and acknowledge other cultural groups and lifestyles, which, of course, is the basis of successful harmonious social integration.

In both the programs and the resources, all the criteria are satisfied with content that is explicit or implicit in its references to various social groups. There are a number of exceptions. Both the curricular documents and resources are sociocentric, favouring the middle-class over the other classes. In the resources, there is a tendency to depict young people often to the exclusion of elderly people. There are regional imbalances as well: urban lifestyles predominate over rural lifestyles. Male and female activities and roles are frequently stereotyped. These shortcomings and omissions, however, are not regarded as serious deterrents to the development of tolerance and understanding. Because of the limited resources available for the teaching of Ukrainian as a second language, it is difficult to avoid the inadequacies referred to. Faults in the resource materials can be compensated in several ways including cautionary ntoes, inservices, teacher guides and revision of material where possible.

RECOMMENDATIONS:

-Teachers be sensitized and made aware of the shortcomings in both the programs and supporting materials.

-Supplementary resources found to be unacceptable be deleted from the resource manual which is in the revision stage.

-Where resources are deficient in terms of the criteria, teachers should be advised to supplement with appropriate material.

GERMAN AS A SECOND LANGUAGE

There are two programs for German as a Second Language -- the one currently in use with the following curricular documents:

German as a Second Language, Tentative Curriculum Guide (1974)

German 31, Supplement to German as a Second Language, Tentative Curriculum Guide (1974)

Resources: ALM German, 1 and 2
Verstehen und Sprehen/Sprehen und Lesen
Foundation Course in German

German Supplementary Learning Resources, Grades 7-12 (1978)

and a new program that will replace the current one:

Three-Year German Program, Curriculum Guide (1983)

Resources: Vorwärts International, K1-3A
Unsere Freunde/Die Welt der Jugend

Both programs were audited for tolerance and understanding including program statements, curriculum guides and other support documents.

A major goal in any second language program is the development of certain attitudinal dispositions towards culture and languages other than the first language that enhance one's knowledge and understanding of those cultures and their people. The current German second language programs (1974) emphasize cultural understanding and appreciation, but this is restricted to German-speaking people only. This program, although effective in nurturing a positive self-image in students of German origin and in learning that Germans have made significant contributions to western civilization, is remiss in that there are no explicit references in its goals and objectives regarding the nurturance of tolerance and understanding to other racial/ethnic groups.

The new program in development (1984) addresses this problem in several ways. Its goals, objectives and cultural content is stated within a broader, more encompassing framework of multiculturalism. Both constructs - culture and ethnicity - are introduced. The depiction of German culture and lifestyle encompasses not only German-speaking people abroad, but those german-Canadians with whom students can identify. German language and culture is presented in a positive manner and its place in western civilization becomes obvious to the student studying the language. The focus on culture extends to other cultural groups, thereby espousing the principles of multiculturalism. The new program differs significantly from the old in that the affective component is reinforced. This in turn is linked directly to the development of tolerant attitudes towards other cultures and ethnic groups. Critical thinking is essential if program goals in the cognitive and affective realms regarding culture are to be met. The new guide specifically cautions the teacher against generalizing and stereotyping at the expense of the German people or any other cultural group.

The following chart summarizes the learning resources audited:

PROGRAM

	1974	1984
Prescribed (series)	2	2
Recommended	2	
Supplementary	48	
TOTAL	52	2

All were considered to be acceptable within the terms as defined by the six criteria.

The older textbooks (**ALM German 1 and 2, Sprechen und Lesen**) tend to focus on linguistic achievement to the exclusion of cultural understanding. Because of this primary interest, they are less effective for purposes of developing tolerant attitudes. They also tend to exclude certain social classes, selecting the upper-middle class as representative of German society. Also stereotyping occurs with the family as a social unit, upbringing patterns, education, work and leisure (**ALM German 1 and 2**). The depiction of German society is outdated, oversimplified with emphases on certain regions (Bavaria). All of the older textbooks prescribed and recommended for the 1974 German program automatically will be delisted as the program is phased out.

The newly identified resource (**Vorwärts Kl-3**) contains a few instances of females stereotyped in certain roles. Another form of generalization is the overemphasis on tourist attractions (**Die Welt der Jugend**) which may leave students with the impression that this is all there is to Germany. These faults can be easily rectified through the use of supplementary materials or by judicious use on the part of the instructor.

In summary, the resources that will replace the old resources are a significant improvement over the old, and offer material that is more appropriate and useful if one is to educate for tolerance and understanding.

In the resources that are being recommended for prescription, in order to prevent unfair assessments or judgements of groups of people, the materials make a concerted effort to present several models or types of social untis and individuals. A representative cross-section of German society is presented where appropriate. The materials possess an element of authenticity, stressed the realism in the life of Germans and other cultural groups. If one group predominates, it is the middle-class.

Tolerance and understanding is not addressed directly in any of the learning resources. It is assumed that if one presents current and realistic examples of German everyday life, attitudes of tolerance and understanding will be a by-product. Also, in the new resources, if there is a concerted effort to present cultural variation, it is expected that students through study and comparative analyses will acquire tolerance and understanding.

The following supplementary resources listed in the 1978 manual were not audited due to time constraints, unavailability, etc.:

-those which were out of print;
-professional periodical literature;
-dictionaries;
-multi-media kits;
-films;
-records.

The materials were found to be acceptable within the terms of the criteria set for the curriculum audit. Whether dealing with documentary material or fiction, a realistic, accurate and generally unbiased account of German-speaking people in various regions of the world are presented. Similarly, the cultures and societies are dealt with in a realistic and factual way, thus avoiding unfair judgements. The cultural aspects of societies are a dominant element in the material, thereby providing ample opportunity to develop an appreciation and understanding of the culture and its people in question. The self-image a student would develop is a desirable one; that is, Germans are depicted in a way that is free of any particular national bias.

The material in certain instances (for example, **Vier Länder-eine Sprade 1-4**) is outdated and the generalizations inaccurate. These were not found to be of significant consequence in terms of tolerance and understanding. Stories that focus on youth do generalize but not at the expense of that group. If stereotyping occurs, it involves the female and her role in society (for example, **Eleven Readers**) - that is, a rather outdated, traditional idea of the female in society is presented. The stereotyping found is not considered serious enough to undermine the conclusions drawn by the audit reviewers.

The materials often have an international flavour, the life of societies and cultures other than German presented. Within this context, excellent in human groups other than German is shown positively. There are no serious omissions in content that would contribute to intolerance and an extremist point of view. Depending on how the materials are utilized, critical thinking and evaluation are normal activities associated with their use.

RECOMMENDATIONS:

Where deficiencies occur in the prescribed resources for the 1984 Three-Year German Program, teachers are advised to supplement with materials that would offset these factors.

- - - - - - - - - - -

LATIN AS A SECOND LANGUAGE

The following documents and resources were audited:

Latin as a Second Language Program and Curriculum Guide (1970)

Three-Year Latin Program and Curriculum Guide (1984 - in development)
Resource: Our Latin Heritage, Books 1 and 2

The Latin Program, Curriculum Guide (1970) is undergoing revision. An audit of the 1970 Program for tolerance and understanding reveals a lack of specificity in regard to the development of attitudes conducive to tolerance and understanding. Furthermore, the program references are restricted to English-speaking peoples.

The revised **Latin Program (1984)** redresses these problems effectively. The program contains a better defined cultural component in which it offers students more and better opportunity to form fair and accurate judgements of people to develop an appreciation for the contributions made by other cultures and civilizations, and to exercise critical thinking skills. References to other groups are broadened to include groups whose languages are related to Latin and the handicapped. Any inadequacies can be rectified easily since the document is in the development stage.

The learning resource selected for possible prescription, **Our Latin Heritage**, contains writings of ancient Roman civilization which place men in a more prominent position than women in both socio-political life as well as in Roman mythology. Taken literally, this may promote unfair judgements, particularly with groups of people omitted, such as women and children. Females would find it difficult to identify because of the lack of female role models. Classical Roman literature exaults Romans depicting them as superior to other peoples. These characteristics of

the material in the resource, which may result in unfair judgements and inaccurate generalizations about groups can be compensated through the use of supplementary material and/or teacher instruction.

RECOMMENDATIONS:

To rectify the inadequacies discovered in the 1970 Latin Program by :

(a) expanding the references to cultural groups to include others in addition to Anglophone groups;

(b) making more specific objectives which aim to develop attitudes conducive to tolerance and understanding.

The role and contribution of women and other groups omitted from classical writing should be supplemented through teacher instruction or additional material.

- - - - - - - - - -

CURRICULUM AUDIT - PORTFOLIO REPORT

SPECIAL EDUCATIONAL SERVICES

1.A Introductory Statement: Background

Education in Alberta operates on the premise that every human life is unique and valuable: thus, the insistence of the School Act that "Every child... is a pupil for the purpose of this act". Individual differences may be such that a special program may have to be devised for children who at a particular stage do not proceed along the normal development patterns. Alberta has been aware of these differences and has attempted to act on the growing sensitivity to the extent and kinds of these differences.

The most common special educational services to handicapped pupils in Alberta, until a decade ago, were programs for the mentally handicapped. The mildly mentally handicapped (educable mentally handicapped) composed the largest group of mentally handicapped children to be served, both in the numbers of classrooms and in the numbers of pupils enrolled. A curriculum guide was issued in 1957 and reissued in 1965 in a revised version for the educable mentally handicapped. It was developed under the sponsorship of the elementary section of the Curriculum Branch.

The last two decades - and particularly the last decade - have seen a number of important developments in services to handicapped pupils. The growth in special education services to handicapped pupils has been in a number of directions: the kinds of handicapping conditions served; the extension of services to rural areas; the financial support from Alberta Education to special education programs; the number of school boards providing special education programs; the number of handicapped pupils served; the alternative forms of programs provided; and the teacher training programs directed toward special education.

As a result of this growth, the need for a more extensive set of curriculum materials became obvious. It was agreed within Alberta Education that the Special Educational Services Branch - using the pattern established by the Curriculum Branch - would carry out the construction of special education curriculum. Consequently, a special education staff member was seconded to direct the development of a special education program of studies and the expansion of the program of studies into curriculum documents in specific areas. The three basic levels of mental retardation were each dealt with: the educable mentally handicapped, the trainable mentally handicapped; and the dependent handicapped. These curriculum guides cover from the preschool to school leaving age and are designed to be overlapping so that all mentally handicapped pupils would fit into the continuation of ability level, from the pupil who is barely aware of other human beings to the mildly mentally handicapped person who manifests problems only in some academic areas.

Also eminating from the special education program of studies are programs for the sensory handicapped: the visually impaired and the hearing impaired. Because their problems are not in handling the intellectual challenges of school, but are rather rooted in the problems of gaining information accurately, the curricula and the curriculum guides stress the regular programs as the basis for their education with the special education guides helping to explain and fill in the particular interferences in their development - intellectual, physical, emotional - resulting from the loss of hearing or vision.

Two support documents have also been produced. A parent guide has been developed entitled "What Now? Practical Suggestions for the Parents of Hearing Impaired Children". The other document, "Special Education Handbook", provides teachers and school administrators with information on the mechanics of operating special education programs. The Handbook also contains sections indicating techniques for successfully integrating handicapped pupils into the regular school programs. These sections are available for distribution as individual brochures.

The development cycle is completed and the "Special Education Program of Studies" and curriculum guides are now mandated for use in Alberta schools offering the relevant special education program to any child in a special class setting or to a handicapped pupil integrated into a regular school program.

The special education curriculum documents are as follows:

Special Education Program of Studies

Dependent Handicapped Guide

Trainable Mentally Handicapped Guide

Educable Mentally Handicapped Guide

Visually Impaired Guide

Hearing Impaired Guide

Special Education Handbook

What Now? Practical Suggestions for the Parents of Hearing Impaired Children

1.B Introductory Statement: Client Audience

The approximately six thousand handicapped pupils served by the various special education curricula might appear to be an insignificant minority of the over 436,000 pupils attending school in Alberta during the 1982-83 school year. However, the value of each pupil outweighs his statistical share of the total population. Each handicapped pupil is dependent on the appropriate special education curricular materials to outline effective ways of dealing with his special educational needs. The regular curricula do not provide this specialized knowledge. Thus, the special education curricular material is vital within its own framework.

The conservatively estimated figures for each handicapping condition served by special education curricular materials during 1982-83 are as follows:

Educable Mentally Handicapped	3500
Trainable Mentally Handicapped	1250
Dependent Handicapped	300
Visually Impaired	170
Hearing Impaired	260
TOTAL	5480

1.C Introductory Statement: Purpose of the Curriculum Documents

All of the special education curriculum documents are intended for the use of school jurisdictions and school administrators in charge of the special education programs; for the use of those involved in designing special education programs for children, in monitoring, and in evaluating the programs; and for the use of the classroom teachers working with handicapped children. These documents are not intended for the direct use of the pupil; thus, they will not be in the hands of the pupils.

The handbook, "What Now?", is intended for the use of parents and professionals. As with the other special education curriculum documents, the handbook is not intended for the direct use of the pupils.

1.D Introductory Statement: Audit Process

All of the special education curriculum documents noted in 1.A above have been audited by at least two Alberta Education staff members. Because the Special Educational Services Branch has a very limited number of staff members, the services of special education consultants in the Edmonton and Calgary regional offices were enlisted. All of the reviewers have attended a curriculum audit training workshop.

Reviewers worked together in some cases, to provide a single report. In other cases, reviewers worked alone and each submitted a separate report which was then combined for the portfolio report.

2. Major Criteria

2.A Audit Results

The following special education curricular documents have been identified as acceptable:

Special Education Program of Studies

Dependent Handicapped Guide

Educable Mentally Handicapped Guide

Hearing Impaired Guide

Special Education Handbook

What Now? Practical Suggestions for the Parents of Hearing Impaired Children

The "Visually Impaired Guide" was listed as problematic due to a very small number of concerns which were also raised about some of the other curricular documents and also due to one or two inaccuracies which should be drawn to the attention of teachers using the Guide. The general and specific concerns will be included in the discussion below. Otherwise, the reviewers were satisfied that the "Visually Impaired Guide" met the criteria for tolerance and understanding.

2.B Major Criteria: Avoids Unfair Judgements

All of the curricular documents are noted as attempting to avoid unfair judgements. In the controversial area of the education of the hearing impaired (oral vs. total communication), the definition of the "Total Communication Approach" on page 19 of "What Now?" was cited as favouring the total communication mode, slightly. Otherwise there were no criticisms cited about unfair judgements.

Positive examples of avoiding unfair judgements were noted in the "Program of Studies" on six pages with references to race/colour, on two pages with reference to sex, and on five pages for the handicapped. The reviewers noted individual development, individual differences, and differing methods of education and communication as being sensitively handled. A reviewer found similar sensitivity in the "Hearing Impaired Guide" to the controversial education methods used with the hearing impaired.

2.C Major Criteria: Nurtures a Positive Self-Image

The reviewers felt that the curriculum documents were particularly strong in nurturing the positive self-image of the child with a handicap.

A number of quotes are worth noting:

Special Education Handbook - Because of the nature of the topics addressed, there is a particular emphasis in developing a positive self-image in the handicapped, and assisting teachers and non-handicapped students to be tolerant, understanding, and supportive of special needs children.

Hearing Impaired Guide - The whole goal of the document is to assist the hearing impaired pupil to function well in society. In doing so, the pupil's self-image is obviously enhanced. (Academic Section, Page 30-31 provide specific examples, as does page 48.)

Special Education Program of Studies - The "Program of Studies" emphasizes often the importance of developing self-esteem in the handicapped child and nurturing in the child that same esteem for others. (Two pages referring to race/color are listed, one to religion and nine to the handicapped, all showing positive examples.)

2.D Major Criteria: Contains Generalizations That Promote Unfair or Inaccurate Judgements of Individual Groups

Two areas have been identified by a number of reviewers as causing some degree of concern: labelling (blind child, deaf student, handicapped pupil) and the use of the masculine to refer to boys and girls, men and women. Both of these concerns will be discussed below rather than in this section where they were listed by the reviewers.

Some concern was noted about classifying behaviour patterns of handicapped groups in somewhat general terms. At most, there was only a slight tendency to list the behaviour patterns in that way.

One reviewer noted pages 21-22 in the "Special Education Handbook" and questioned whether the stages of reaction to crisis by parents of special needs children might not be presented as a somewhat rigid model.

One reviewer wondered whether the reference on page 9 at the top in "What Now?" might be too generalized. A reviewer wondered about generalizing on the difficulties associated with a hearing loss as presented on pages 1, 2, and 10 of "What Now?".

The Special Education curricular documents are quite acceptable in avoiding unfair generalization.

2.E Major Criteria: Conveys That Excellence in Human Endeavour Can Be Found In All Human Groups

A reviewer of the "Trainable Mentally Handicapped Guide" observed that "reference is made to the recognition of skills and talents in the Trainable Mentally Handicapped". Another reviewer, discussing the "Dependent Handicapped Guide", notes that the Guide conveys that excellence can be found in all groups: "at least to the extent that individuals can realistically aspire to in light of their potential and/or handicaps.

Page 35 of the Academic Section of the "Hearing Impaired Guide" is noted by a reviewer as an example of the frequent reaffirmation that deaf adults can be a good source of information and guidance to parents of hearing impaired children.

One reviewer of the "Special Education Handbook" notes that excellence in human endeavour is stressed, "particularly to the extent that excellence is relative and can be aspired to regardless of handicaps".

A reviewer of "What Now?" states that "the booklet is devoted to the concept that the hearing impaired are valuable and can learn to take their place in society".

2.F Major Criteria: Does It Fail By Omission to Assit the Teacher to Deal Positively with Tolerance and Understanding

A reviewer of the "Trainable Mentally Handicapped Guide" indicates that no mention is made of English as a Second Language students in reference to the need for thorough assessments. Obviously, their lack of even rudimentary English could affect the validity of the testing of children with limited or no English. The reviewer also notes that religion is not specifically mentioned. These would appear to be comments rather than serious criticisms.

A reviewer of the "Visually Impaired Guide" has indicated a concern in this section with labelling of the handicapped. This topic will be discussed separately below.

Two comments seem to cover this area: the first from a reviewer of the "Hearing Impaired Guide", the second from a reviewer of the "Special Education Handbook":

"This curriculum guide deals only with the curricular features that impinge on the hearing impaired - it does not attempt to address other issues".

"All materials stress the need for teacher sensitivity and tolerance and understanding - particularly towards the handicapped".

No areas of important omission have been identified in any of the special education curricular documents reviewed.

2.G Major Criteria: Conveys the Nature and Value of Critical Thinking

In order to view this section in perspective, it is necessary to review the nature of the children being dealt with and to re-examine the purpose of these special education curricular documents.

The visually impaired and hearing impaired children follow the regular curriculum whenever it is possible. Their special education curricula serves to cover only those specific areas of deficit resulting from their handicapping condition. Other than learning to function efficiently as visually impaired or hearing impaired scholars and as visually impaired or hearing impaired young persons, the teaching of critical thinking is the responsibility of the regular curriculum and thus, not directly relevant to this review.

One reviewer of the "Hearing Impaired Guide" states that "the inquiry model of the (regular) Social Studies Curriculum is doubly stressed for the hearing impaired student to explore social values". As a result of their reduced or total lack of easy and continuous verbal contact with other children and adults, the hearing impaired child needs much more assistance to learn acceptable social behaviour and values. Contrast the social skills of the "average" deaf adult with those of the "average" blind adult. The blind usually can and do live in the sighted society. The deaf usually choose to live in the deaf community.

By the very nature of their disability, thought processes are difficult for the mentally handicapped. To that extent, their curricula are direct attempts to assist them to think as effectively as possible. A note by the reviewer of the "Dependent Handicapped Guide" indicates that critical thinking is conveyed in the curriculum " to the level that is appropriate with the dependent handicapped".

2.H Major Criteria: Subset - Labelling

Reference to labelling is made in reviews of all special education curriculum documents except the "Trainable Mentally Handicapped Guide" and the "Hearing Impaired Guide". The concerns ranged from mere mention to a considered disucssion of the demeaning aspects inherent in terms such as "the blind child" or the "handicapped pupil". These terms are perceived by some reviewers as concentrating on the disability of the person. A preferred form would be the "child who is blind" or "the pupil with a handicap".

The preferred forms are more awkward and use extra space for printing and additional time for writing and reading, when used repeatedly in a document. The shorter form becomes a matter of convenience.

There is no tactful way to make reference to an undesirable condition; and certainly these conditions - mental retardation (mentally handicapped), visual impairment, and hearing impairment are undesirable. Thus, any reference touching on the undesirable conditions of being handicapped will have inherently negative connotations. Terms have been changed and invented and euphemisms developed to lessen the awful fact that it is bad to be handicapped. Nevertheless, the fact remains that we are still referring to an undesirable condition, and that fact will remain, regardless of the terms we use.

One argument against the use of "labels" is the danger that the term describing the child's handicap will automatically set limits on the expectations for progress which those - professionals, paraprofessionals, and laymen - working with the child might have. It is interesting that anyone directly questioned on the topic always claims to know about and avoid the danger of limited expectations. Rather, the person questioned cites the danger of others misreading the parameters of the child's potential achievement. There seem to be enough professionals, paraprofessionals, and laymen in Alberta who have a realistic knowledge of what handicapped children can do that the issue no longer may be a major topic of concern.

Realistically, there are some very general commonalities among children with specific handicapping conditions. Visually impaired children do not see with the acuity, accuracy, or efficiency of children without eye defects. Hearing impaired children have, among other auditory problems, some limitation in their ability to hear/understand spoken language. The specifics for one child are, of course, not indicated. Mental handicap or mental retardation indicates less efficient or more deficient thought processes as compared to the effectiveness of thought processess in "normal" children. In all situations noted above, the child is identified because he has that handicapped condition. The use of a term - understood to be general - is a convenience by which a child or a group of children having somewhat related problems and somewhat related needs can be conveniently referred to. The blind child or the trainable mentally handicapped class is a shorthand way of referring to the child with special problems and needs related to his sight and to the group of children having significant deficits in thinking.

One serious problem faced by handicapped people, including school pupils, is having reference made to their handicap at time when the handicap is irrelevant to the situation. These is an unfortunate tendency for care givers to watch every move made by their charges and to interpret each move. A non-handicapped child might do any number of bizarre things, just for deviltry or high spirits, during recess without the adult supervisors ever taking notice. A handicapped child even beginning to behave in the same way for the same reasons would cause a wave of concern and anxiety to wash over his supervisors.

Certain terms regarding the visually impaired were noted as being tolerated in spite of their similarity to other objectionable formats because their use was standard in the field of orientation and mobility training.

None of the reviewers considered that the labelling used in the special education curriculum documents was so objectionable that is affected the value of the document.

2.I Major Criteria: Subset - Sexism

All of the special education curriculum documents received comment about the use of the masculine form to cover references to both sexes. One reviewer of "What Now?" did not comment on this topic.

Commonly, the pupil was referred to as "he" and the teacher as "she". One reviewer was concerned about parent being referred to as "mother" in the 'Hearing Impaired Guide".

The seriousness of this "fault" is difficult to gauge. There is a very old convention in English that the masculine form is customarily used when both the masculine and feminie are intended, and as such, is basically sexless in connotation. A more recent convention uses "she" to refer to the teacher while "he" is used for the pupil, boy or girl.

By its structure, English does not provide a "sexless" term that is convenient. Chairperson is sometimes used as an alternate for chairman or chairwoman (chairlady?). The last two terms are not well regarded at present and such concoctions are often considered as bad or worse than the "sexist" terms they are used to replace. French and Spanish have the same problem as English. The masculine has been used for a long, long time to refer to both sexes considered together, there being no neutral term. Although all nouns in both languages are - one might say randomly - masculine or feminine, when referring to humans, the sex usually must match the person. German has a neuter gender to use for its nouns as well as masculine and feminine. Unfortunately, the neuter is only used for inanimate objects. Thus German, too, must use the masculine form when referring collectively to masculine and feminine.

It may be that we are placing unnecessary concern on the use of the masculine form as a collective term.

Perhaps a clear statement at the beginning of each document indicating the convention to be followed would solve the problem.

Two concerns seemed to be legitimate. Terms such as policeman and workman are given as examples where police officer and worker could be substituted without insulting the language purists of every stripe. The "Dependent Handicapped Guide" is considered by one reviewer to have a preponderance of masculine examples.

However, in no case has a reviewer considered that the sexual references really interfere with the effectiveness of any special education curriculum document.

3. Summary Statement

The Special Education curriculum documents are perceived by the reviewers as acceptable. The one item considered problematic, the "Visually Impaired Guide", was so designated on the basis of labelling, as discussed above; on the basis of using he, his, and him in a collective sense, as discussed above; and on the basis of two or three minor inaccuracies in information. The first two items are common to all the special education curriculum documents. Otherwise, the "Visually Impaired Guide" meets the criteria as perceived by the reviewers.

4. Recommendations for Action

The problematic rating of the "Visually Impaired Guide" implies the need for corrective action. A letter to accompany the "Visually Impaired Guide" will be written. The letter will indicate the conventional use of he, his, him and the use of labelling which is not intended to imply any disrespect or denigration of any person. The letter will also indicate the inaccuracies and provide correct information. These items could be incorporated into any revision of the Guide, when and if, a revision is carried out.

Appendix I

Special Educational Services Final Report

LEARNING RESOURCES AUDIT

SPECIAL EDUCATIONAL SERVICES

PORTFOLIO REPORT

MARCH 1984

TABLE OF CONTENTS

PART I

1. BACKGROUND INFORMATION 1

1.1 Scope of Special Education Curriculum and Related Learning Resources / 1

1.2 Types of Special Education Learning Resources / 5

1.3 Delimitations and Limitations / 7

1.3.1 Delimitations / 7
1.3.2 Limitations / 9

1.4 Selection Procedures for Sampling Resources / 14

1.5 Summary of Curriculum Areas from which Learning Resources were Selected / 14

1.6 Recommended Auditing Procedures / 15

1.7 Auditing Procedures in Practice / 16

PART II

2. RESULTS OF THE AUDIT OF SPECIAL EDUCATION LEARNING RESOURCES 18

2.1 Major Criteria / 19

2.1.1 Criterion 1 / 19
2.1.2 Criterion 2 / 22
2.1.3 Criterion 3 / 23
2.1.4 Criterion 4 / 25
2.1.5 Criterion 5 / 26
2.1.6 Criterion 6 / 28

TABLE OF CONTENTS (cont'd)

2.2 Human Rights and Minorities Categories / 30

- 2.2.1 Age Category / 31
- 2.2.2 Race/Colour Category / 31
- 2.2.3 Religion Category / 32
- 2.2.4 Sex Category / 33
- 2.2.5 Handicapped Category / 34
- 2.2.6 Other Concerns - Labelling / 35

2.3 Special Education Curriculum Learning Resources Review / 37

2.4 Special Education Resources Summary Statement / 38

2.5 Summary Statement / 42

PART III

3. **CONCLUSION** 47

3.1 Recommendations for Action / 47

- 3.1.1 Goals of Education / 47
- 3.1.2 Program of Studies for Elementary Schools / 48
- 3.1.3 Guidelines for Curriculum Development and Selection of Learning Resources to Support the Provincial Program of Studies / 49
- 3.1.4 Regular Curricula / 49
- 3.1.5 Regular Studies in the Mainstream / 51
- 3.1.6 Special Education Curriculum / 52
- 3.1.7 Curriculum Guide for the Visually Impaired / 52
- 3.1.8 Special Education Learning Resources / 53
- 3.1.9 Learning Resources Not Included in the Sample of Special Education Resources Reviewed / 54

3.2 Summative Statement / 54

APPENDICES

PART 1

1. BACKGROUND INFORMATION

1.1 Scope of Special Education Curriculum and Related Learning Resources

The Alberta Education Program of Studies for Special Education includes outlines of five curriculum guides developed to meet the needs in the corresponding areas of exceptionality. These guides deal with the dependent handicapped, the trainable mentally handicapped, the educable mentally handicapped, the visually impaired and the hearing handicapped. Each curriculum guide is developed through six levels which generally equate to the chronological ages and or developmental stages of the students. However, in certain cases, in levels three through six, these curriculum levels may equate to the actual division - primary, upper elementary, junior high school or high school in which students are involved by virtue of integration.

As early intervention is recognized to be essential in the training and education of children who are handicapped, both as a preventative measure and to maximize the learning potential of these young handicapped children, the special education curriculum includes an additional level or division. Level one in the special education curriculum equates to that period in the life of a child from birth or date of diagnosis of the handicapping condition or conditions to approximately three years of age. The second level is then equivalent to the Alberta Education Early Childhood Services programs in which handicapped children may be involved from ages two and a half to three, until they are six years of age or until they enter the primary grades - Division One or the equivalent.

All resources listed in the Special Education Program of Studies and in the Special Education curriculum guides had been identified as useful by someone knowledgeable in the field. However, when scrutinized with the rigor demanded by the Curriculum Audit, the resources fell into three groupings. Some few items were specified to be necessary to the teacher as a primary reference or as a portion of the curriculum under special circumstances. A second group of references were identified by specific comment as actually "recommended" or by specific comment which implied they were recommended with a level of enthusiasm not used with the third and largest group of items. Given the hierarchy imposed for the Curriculum Audit, the third group, perforce, must be construed as supplementary or suggested. Thus, the three-tiered model of references has been adopted for the purposes of the Curriculum Audit. It will be noted that while prescribed material exists in the area of the hearing impaired and the visually impaired, there is none, for example, in the area of the dependent handicapped.

The way in which the learning resources are listed is related to the structure of the curriculum guides. For example, each of the five guides contains a section dealing with communication. Communication, taken as a whole throughout the guides, includes all aspects of language arts from preschool to school leaving and includes the learning and application of the tactile braille codes as well as the development of language and speech or other means of language expression such as the use of communication boards and signing. (The communication portions for the sensory handicapped, the visually and hearing impaired, are included in the sections labelled "Academic Section" whereas communication is dealt with in a separate "Communication Section" in each of the other three guides.) If there were only 10 learning resources listed at each of the six levels across the five guides this communication area alone would account for 300 resources.

Computation from preschool to school leaving is treated in a similar fashion in a separate section of each guide except the guide for the dependent handicapped. Again, if figuring a maximum of only 10 learning resources per level, there would be a minimum of 240 learning resources related to computation.

The Living/Vocational Skills portion of each guide, again with the exception of the guide for the dependent handicapped, is divided into 10 topical areas which extend across the six levels from preschool to school leaving. This area then accounts for the majority of the special education learning resources. If one estimated a maximum of 10 resources per topic, per level, across four guides, this would result in a total of 2400 learning resources for Living/Vocational Skills.

SPANISH AS A SECOND LANGUAGE

The following program components were audited for tolerance and understanding:

Three-Year Spanish Program Statement and Curriculum Guide (1985)

Resources: Ambientes hispanicos (Prescribed)
Usted y yo/Nuestro mundo (Prescribed)
Espanol a descubrirlo/Espanol a senlirlo
(Recommended)

All elements of the program were audited, including the curriculum and prescribed and recommended resources. The intent of the program as stated in the rationale and goals clearly promotes the development of tolerance in learners of Spanish as a second language. The program's objectives are to expose the learner to diverse ways of thinking, life-styles, cultures in order that he or she relate positively to understand and accept others who live in a different cultural mode. The content consists of the requisite knowledge, both cultural and linguistic, for the enhancement of interethnic relations. This is done by avoiding inaccurate or biased judgements and critical thinking nurturing. The resources **Ambientes hispanicos** and **Espanol descubrirlo/Espanol a senlirlo** meet the criteria of tolerance and understanding well, except that the Spanish-Canadian world is not represented. **Usted y yo/Nuestro mundo** has a number of more serious problems. As an American publication, it presents an American view of the Hispanic world in which those societies are depicted as inferior (unindustrialized, dominated by males, backward, poverty stricken, etc.), and less developed than American society. This perspective would be particularly offensive to Hispanic peoples anywhere.

RECOMMENDATIONS:

Materials lacking a Canadian context be supplemented with materials that include content that would enhance the development of a positive self-image among hispanic-Canadian students.

Teachers be sensitized to resources that depict Hispanic people inaccurately and unfairly and supplement the resource with materials free of undue cultural or ideological bias.

- - - - - - - - - - -

ITALIAN AS A SECOND LANGUAGE

Three-Year Italian Program (Program Statement and Guide)

Resources: Oggi in Italia
Per modo di dire
Prego!
Buongiorno Italia!
Panorama Italiano

Although all program elements are in pilot phase, they were subjected to a review for tolerance and understanding. In general, the goals, objectives and content of the program develop cognitive and affective skills that facilitate social integration. However, biases occurred in emphasizing certain groups over others - males, the middle-class, people of Northern Italy and urban centres. The resources were found acceptable in terms of the criteria set with the exception of **Panorama Italiano.** In this resource, the biases are too severe for rectifying by additional resources or teacher inservice. In general, the resources lack the necessary Canadian content for role identification and nurturance of a positive self-image as an Italian-Canadian. They carry a very definite American perspective on the world. This bias is foreign to Italians in Canada and unfair to Italians generally.

RECOMMENDATIONS:

Disgard *Panorama Italiano as a potential resource for prescription.*

Seek out supplementary material with appropriate Canadian content that would develop effectively the required dispositions for tolerance and understanding among certain social groups.

Advise users to adjust for an unbalanced depiction of Italy and Italian life in the resources.

ENGLISH AS A SECOND LANGUAGE

The curriculum audit for English as a Second Language includes all curricular documents in draft or pilot edition and all teacher and student resources listed therein.

Guidelines and Suggestions for the Administration and Organization of Programs (Interim edition)
Monograph on Learning Resources
Elementary Curricular Guidelines and Suggestions (Pilot edition)
Junior High School Curricular Guidelines and Suggestions (in development)
English as a Second Language - 10A Basic English (Pilot edition)
English as a Second Language - 10B Skills Across the Curriculum (Pilot edition)
English as a Second Language - 10C Introduction to English literature (in development)

In total, seven curricular documents and 204 learning resources were audited by nine evaluators trained specifically for the task. The audit was closely supervised to minimize factors which would undermine the validity and reliability of the findings. The audit reports submitted were complete, and all conclusions and recommendations substantiated. The following chart summarizes the audit results.

LEARNING RESOURCES

	Total no. audited	Acceptable	Problematic	Unacceptable
Professional Teacher References	19	19	0	0
Elementary Student Resources	38	38	0	0
Junior High Student Resources	64	59	4	1
Senior High Student Resources	83	78	4	1
Totals	204	194	8	2
		95%	4%	1%

In the case of the 19 teacher resources,none were found to be problematic or unacceptable. The emphasis is on the development of critical thinking skills and certain strategies that employ language in a meaningful way. Similarly, the 38 elementary learning resources were all found to be acceptable. In these resources, the English as a second language student is viewed as important and as one who has a significant contribution to make to a multicultural society. The resources nurture a positive self-image in all students and develop critical thinking skills in a meaningful way. There are no unfair generalizations towards any group of students.

Of the 65 junior high resources, four were found to be problematic and one unacceptable. In the case of the unacceptable text, the text was developed for a British student population and is inappropriate for the various non-English-speaking ethnic groups found in Alberta. The text was rejected. In the case of the four problematic resources, cautionary notes to the teacher regarding their use would alleviate any negative effects these texts may have in developing attitudes of intolerance.

Of the 83 senior high resources, one, **Modern Short Stories in English**, was found to be unacceptable. The majority of the stories have themes such as bigamy, gambling, fraud, deception, etc. Although not directly related to the criteria for the audit, such activities reflect negatively on Canadian society as a whole. It was felt that English as a second language students may not have the requisite linguistic skills to interpret these stories as intended. In the case of the four problematics, an observant, sensitive teacher could clarify the author's intent which is to illustrate divergent views in order to foster discussion that develops language, and to ensure that the atmosphere of controversy may not be the norm in Canadian life.

RECOMMENDATIONS:

All texts rated as unacceptable be deleted from the grade 1 to 12 resource lists.

Those texts rated as problematic be retained but notes to the teacher be written to help overcome any misunderstanding of the author's purpose for the story and/or the suggested activities. It is agreed that this type of material has value for promoting discussion and debate but teacher sensitivity to controversial topics needs to be developed. Teachers must guard against potential misunderstanding and misinterpretation of these learning resources.

- - - - - - - - - - -

SUMMARY RESULTS AND RECOMMENDATIONS

In the program of studies statements and curricular documents, one finds both general and specific references to tolerance and understanding of ethnic and cultural minority groups. The older the program, the more general the reference is, lacking in explicit objectives and content that would nurture the dispositions in question. More recent and revised etitions rectify this situation to a degree. They show greater awareness and recognition of the affective objectives of second language education. Greater emphasis on attitudinal outcomes conducive to tolerance and understanding would encourage selection of resources which respond more effectively to this objective.

In general, both programs and program resources are sociocentric in that the middle-class predominates to the exclusion of the working class. This problem can be redressed by increasing teacher awareness and sensitivity regarding this omission and having them make the necessary adjustment.

Second language programs tend to be ethnocentric in that the references to various social groups are primarily aimed at the target language group to the exclusion of other linguistic minority groups. It is possible to balance this with the addition of goals and objectives that develop universal principles of tolerance that would apply to any cultural, ethnic, racial or linguistic group.

A number of problems were detected in the resources. In the case of materials produced in the United States, an American perspective (values, ideology) predominated. This was particularly the case for Italian, *Latin and Spanish materials. This American perspective holds the* American norm as superior to any other norm in areas of culture, the economy, the political system, and social structure. It cannot but reflect negatively upon cultures other than American.

Another problem which may have serious repercussions in the educative process is the absence of Canadian content in the materials. Without the depiction of cultural groups within a Canadian environment, students are less able to identify with that culture and develop a positive self-image as a member of that cultural group. Essentially, they are unable to study about themselves or their fellow citizens.

Another major problem is that many of the materials are not produced or written by the group whose language and culture is being studied. What is presented is not necessarily how these groups view or perceive themselves. In these materials, the interpretation of certain cultural groups is not necessarily the interpretation the groups give of themselves. Ultimately, this undermines the development of bonds which link groups together into a cohesive social unit.

RECOMMENDATIONS:

1. *Goals and objective statements regarding the nurturance of tolerance and understanding be made more explicit in future program revisions and in new programs.*

2. *Universal principles of tolerance towards all cultural, ethnic, linguistic and racial groups be included in the goals and objectives.*

3. *Materials that imply the superiority of one group over another because they are the product of that dominant group (ex: American texts) should be rejected if possible.*

4. *For individuals to be able to identify with the cultural group whose language is being studied and to understand that group, it is imperative that there be relevant Canadian content in the resource.*

5. As much as possible, the resources should be conceived and developed by the group in question so that what is projected is the way the group wishes to be perceived by others.

6. The notion that second language acquisition is an excellent opportunity for cross-cultural learning should be reinforced in the curricular documents in inservice workshops.

7. Future evaluation procedures be developed to include criteria for tolerance and understanding.

8. Second language materials produced outside Canada should be supplemented with other resources to meet the needs for Canadian content and Canadian perspective.

Appendix H

Special Educational Services Interim Report

2.2.5 Handicapped Category

Although learning resources were generally regarded as acceptable, in terms of this particular category, as one might well expect when dealing with special references and resources which are directly related to improving the understanding of and opportunities for children who are handicapped one particularly "nagging" concern should be brought forward. Even in these special education learning resources, handicapped individuals are shown in particular resources to illustrate proper carrying or lifting techniques, suitability of equipment such as supports, walkers and wheelchairs or in depicting proper orientation and mobility techniques for work with the visually impaired.
Unless a story has a handicapped person as the focus one rarely sees children with glasses, hearing aids or wheel chairs as members of families or groups in the ordinary course of events. This is a weakness which may result from unfair judgment or simply lack of thought but it can have negative impact on people with handicaps and perhaps to some extent on their non-handicapped peers. Education is not alone in this respect. Over the past few years, we have become accustomed to the use of a mixture of races, sexes and ages in advertising. We now pay scant attention to these. However, we still react with some degree of surprise when we note the inclusion of a child in a wheelchair with a group of children in the advertising of certain local stores. How long will it be until we see general improvement in this area?

"Everybody Counts" and the "P.A.T.H. kit" listed among special education learning resources are excellent materials for devel-

A conservative estimate of special education learning resources, if based on only 10 references per section, per level for each curriculum guide multiplied by the number of guides would be as shown on Table 1.

In addition to the foregoing resources which are identified under special education, the learning resources from the regular Alberta Education curriculum guides and/or Program of Studies also apply where students with particular handicaps are integrated into the mainstream and using these resources. For example, a number of students who are visually impaired are progressing through the curriculum using regular text books some of which have been tape recorded, large printed or transcribed into braille formats for those who require these modifications. As these "regular" learning resources will be audited under other portfolios, none of these is included in the special education learning resources reviewed.

TABLE 1

Area of Exceptionality	Communication (6 levels)	Computation	Other Academic (estimate)	Living/Vocational Skills (10 sections per Guide)	Additional	Totals
HI	6 x 10 = 60	6 x 10 = 60	min. 60	6 x 10 x 10 = 600		780
VI	60	60	min. 60	600		780
TMH	60	60		600		780
EMH	60	60		600		720
Dependent	(8 sections)			minimum	180	180
Physically H.				minimum	100	100
TOTALS	240	240	120	2400	280	3340

3340 special education learning resources as a minimal estimate.

1.2 Types of Special Education Learning Resources

As a result of integration, where numbers of students with handicapping conditions are instructed by regular class or subject area teachers - many of whom have had little or no exposure to special education training; because of the generic as opposed to the categorical nature of special education training generally available to those teachers who elected to follow the special education route in their university programs; and because specialist certification is not a requirement for teachers of exceptional children; many teachers of these children have little or no specific background or experience for understanding and working with a child with a particular handicap or with a group of children with specific and/or mixed handicapping conditions. Therefore, the preponderance of the special education learning resources are teacher reference materials which frequently, in cases of differentiated staffing, extend for use to significant others such as therapists, habilitation aides and parents.

These resource/references were selected for a variety of reasons. One of these reasons was to assist teachers and others to understand the needs of specific types of handicapped children as well as to alert them to the extreme range and variations within each type with a view to assisting the teachers and other care-givers to regard these children as individuals with the same basic needs as other children but as individuals who also have additional general and specific needs resulting directly or indirectly from their handicapping condition or conditions. In conjunction with this purpose to select references which would improve teacher knowledge about handicapping conditions and understanding of children with these conditions was the desire to select references to foster in teachers a recognition of the need to learn as much as possible about the implications of the handicap for the education of the particular student who is integrated or who is a member of a group of students with handicaps. The curriculum guides, handbooks and learning resources were designed and selected to assist teachers to concern themselves with the whole child, to examine their own biases through exposure to the best available literature in each field, and to help them, through increased knowledge and understanding, to empathize with these students, so that they may implement effective programs, encourage the development of self-esteem and, through their own acceptance of these children, facilitate the acceptance of the children and their integration with their peers.

As well as providing teachers with background materials to improve their understanding, acceptance of and ability to work with exceptional children, the special education curriculum materials and learning resources are intended to assist teachers to individualize, implement and evaluate programs, student development and progress. Assistance of this type can be an important factor in reducing the amount of time teachers would have to spend in researching, experimenting and evaluating program materials and teaching techniques. In addition ready access to such materials can improve teacher confidence and thus assist them to keep stress factors to a minimum. The latter is particularly helpful to those teachers who are called upon for the first time to become involved in the instruction of handicapped children.

Although special education learning resources are substantially references for teachers there is also a considerable range of print and non-print resources to be used by teachers in working with students as, for example, check lists, flash cards, and certain portions of multimedia packages or kits as well as other resources intended for direct use by students.

1.3 Delimitations and Limitations

1.3.1 Delimitations

a) Only a sampling or approximately 10 percent of the Special Education learning resources was reviewed because of the very large volume of resources and limited availability of consultants from regional offices to participate in the audit.

b) Learning resources from regular programs, although used in regular or modified formats by exceptional children in the mainstream of education, were not included in this review as it was assumed that these resources would be reviewed by the Curriculum Branch.

c) Resources listed in the extension to the Special Education Handbook -- The Physically/Medically Handicapped Student in the Regular Classroom were not reviewed unless some of these learning resources were duplicated under one or another of the five approved special education curriculum areas.

d) Substitutions were made for the purpose of the review when particular resources were in such short supply that a copy could not be obtained or could not be obtained during the time period consultants had available for the review.

e) As there has been no formal designation of special education learning resources as prescribed, recommended or supplementary, apart from those so categorized and listed in the Special Education Program of Studies and which thus have a legal basis, all of the resources, with the exception of several in the guide for the hearing impaired indicated as being prescribed, were regarded as being recommended. Therefore, it is possible that a number of major resources in certain areas were not included in the sampling of learning resources for review.

1.3.2 Limitations

a) Where, due to the sampling approach, special education resources ranging from programs to teacher references and materials for children were not reviewed, there is an incomplete audit of the learning resources listed in Alberta Education publications.

b) Manpower was a problem. Eleven consultants had participated in the review of the special education curriculum documents but, due to loss of staff, this number was reduced to nine, one of whom was later exempted from this review due to other responsibilities and one who later became unable to participate for similar reasons. Also, it was not possible to draw on standing curriculum committees to assist in the audit because they have been disbanded, the initial development of the special education curricula having been completed. Therefore, the task of review fell upon three consultants in special and early childhood education from one office and four from the other with assistance from the Supervisor of Special Education. Later in the review process the Calgary office was able to obtain the assistance of a person who had formerly been involved in the curriculum development process to assist in the audit. This person received inservice from the Calgary office consultants.

c) Consultants conducting the review of the special education resources, due to time constraints caused by their other responsibilities and problems in obtaining the materials, were unable to meet for clarification of concerns and to develop a unified approach to the review of these learning resources prior to the actual auditing process. However, each had participated in the Tolerance and Understanding inservice day provided by Alberta Education at the Alberta School for the Deaf. Lack of an additional meeting resulted in differences in approaches which became evident during the coordination of the submitted reports. Some made quite in-depth analyses while others, perhaps under more time pressure made fewer comments indicating that acceptable resources did not transgress the Tolerance and Understanding Criteria.

d) Although procedural instructions from Special Education Services were clear, other responsibilities acted as constraining factors reducing the amount of time that consultants could devote to the review process thus increasing the possibility of judgment errors which would have an adverse effect on the level of reliability of the audit results.

e) Distance between the two groups of consultants was a factor affecting the special education audit. The seven consultant auditors examining special education learning resources were located in two different cities. Although there was some telephone contact consultants generally approached their tasks from a slightly different perspective in each centre. The Calgary office was able to secure some outside assistance -- a person familiar with the curriculum development the documents and many of the resources. This enabled the materials in the assigned areas to be reviewed and speeded the work considerably although audits were still being conducted seven or eight days after the established deadline for receipt of reports in Edmonton. This late arrival of submissions had a "domino effect" delaying the examination and summarizing of the submissions prior to the development of this report.

f) Duplication in the listings of learning resources, especially across the various divisions of the Living/Vocational Skills Sections of each of four curriculum guides, caused some difficulty for consultants although this was minimized to some degree by the directions from Special Educational Services which assigned distinct divisions to each office. Thus consultants in each office were responsible for examining the resources for five assigned living vocational divisions across each of the curriculum guides. Consultants detected certain duplicated titles both prior to and (unfortunately) after audits were completed. A number of duplications were also discovered during the review and summarizing of the reports. Where there were discrepancies consultants were contacted and a concensus was determined. Additional comments, when there were any, were added to one report form and the duplicate was discarded.

g) During the special education curriculum development period there were at times a limited number of known and/or available learning resources to support particular divisions in the Living/Vocational Skills sections or to support the need for special format materials for use by children who required, for example, large print, tape recorded or brailled materials. This resulted in the inclusion in the curriculum of certain references and other learning resources which were published in the 1960's. These dated resources, some of which drew upon data from the late 50's or early 60's were at times drafted before the rise in concern for human rights and minority rights issues and hence certain of these materials were found to be somewhat lacking in sensitivity when examined under the Tolerance and Understanding criteria. An example of this lack of sensitivity in some of the older resources might be a tendency toward sex stereotyping with emphasis, by word and illustration, placed on specific roles as appropriate for males and, by implication, not for females. A larger number of these resources were regarded as being in "the grey area" because they were subject to the "lesser evil" of misuse of pronouns with "he" for student and "she" for teacher. If this "use of pronoun problem" was determined to be the only or major failing then the resource was generally rated as acceptable.

h) Copies of learning resources were sometimes difficult or even impossible to obtain particularly, as Alberta Education has never had a complete set of these special education resources. The largest number of copies available from Alberta Education resources are in the Calgary Regional Office because the coordinator of the special education curriculum development worked out of this office and because resources had been acquired over the years to assist special education consultants in Calgary. Also, the Edmonton Regional Office has a number of these resources due to acquisition for consultant use and because of the curriculum development work. To further complicate the task many of the resources were out on loan from each office, which, although an excellent use of special education materials, made it difficult to acquire these materials for evaluation in the time periods consultants had available for this task.

Consultants from the Edmonton Regional Office had to use some of their review time to locate resources in Calgary, from other libraries and from a particular school within the Edmonton Public School system in order to complete their assignments.

i) The lack of availability of a complete listing of learning resources by the particular guides and topics and separate from the curriculum documents themselves may have posed some difficulty for consultants. This would be especially true for those consultants who were not involved with the actual development of the special education curricula and who may be less familiar with the resources across the broad range. There is an enormous number of resources involved and these are listed in a variety of locations throughout the guides. In the guides, resources may be listed within the content of sections such as Communication and/or listed at the end of particular sections, while some may also be found in the Program of Studies and in the Special Education Handbook extensions.

1.4 Selection Procedures for Sampling of Resources

Much of the responsibility for the selection of resources for review was left with individual consultants involved. Special Educational Services assigned curriculum areas to each office in order to assist consultants to avoid duplication in making their selections. Consultants were also advised to select every tenth item in the areas for which they were responsible. The actual division of work was left to each office although areas to cover throughout all six levels (preschool to school leaving) were assigned as follows.

1.5 Summary of Curriculum Areas from which Resources were Selected

Calgary Regional Office Responsibility

Living/Vocational Skills: TMH, EMH, VI, HI

1. Understanding Self
2. Travel
3. Health
4. World of Work
5. Safety

DH Materials
HI Language Arts and Preschool
VI Mathematics and Science
(Preschool)

Edmonton Regional Office Responsibility

Living/Vocational Skills: TMH, EMH, VI, HI

6. Money Management
7. Home Mangement
8. Fine Arts
9. Physical Activities
10. Citizenship

TMH, EMH Communication and Computation

HI Communication Modes
   Physical Education
   Music
   Mathematics

VI Communication and Social Studies

1.6 Recommended Auditing Procedures

Each consultant received copies of the audit criteria and sufficient forms for reporting. Instructions (see appendix for a copy of Heleen McLeod's memo of November 22nd) indicated that learning resources could be reviewed by one person and that any resources determined to be problematic or unacceptable should be reviewed by a second, a third or more reviewers until a majority concensus was reached. To improve the authenticity of the reports consultants were asked to do a random check of five percent of the acceptable resource items. One change was made in that, during the random check, one book from a series would be regarded as one item where previously the series was regarded as a single item for reporting purposes. Consultants were requested to note any resource which could not be obtained for auditing. All reports were to be forwarded to Special Educational Services on or before February the 10th, 1984.

1.7 Auditing Procedures in Practice

It is apparent that approximately 10 percent or more of the learning resources were evaluated according to the criteria with auditors working in pairs or individually. The review of resources was a cooperative exercise with some "cross over" as consultants traded portions of their respective areas to take advantage of resources which were available in one office but not in the other and as some assumed additional responsibility to assist another who was experiencing difficulty. In spite of these efforts a considerable number of reports did not arrive in the Special Educational Services office until the latter part of February. It is assumed that five percent of the acceptable resources were reviewed by a second person.

Although there were indications that consultants were experiencing considerable difficulty in locating resources it is not as yet clear whether some of these resources were not available because of the time factor involved in having them returned from the field for audit or whether some of them could not be located within the province.

Some of the consultants reported by exception, using the major criteria for determining adequacy and applying these to each of the minority or human rights groups categories. Others tended to follow this procedure but were also inclined to highlight areas within resources which they judged to be particularly exemplary in their support of either of the six criteria or the human rights categories. A chart form summary was developed from the reports submitted to act as a basis for responding to the criteria statements and for developing the summaries contained in this report. The individual reports were then grouped by curriculum areas and topics and coded to match the summary to enable quick retrieval of any individual report for further reference as required.

2. RESULTS OF THE AUDIT OF SPECIAL EDUCATION LEARNING RESOURCES

Reporting by exception resulted in relatively few of the special education learning resources being judged to be other than acceptable. Content in reference materials was frequently quite narrowly focused on the provision of information and/or upon developing teaching strategies for use in working with children with particular handicapping conditions. A number of reference materials were found to use exclusively masculine pronouns throughout or to use the masculine pronouns for students and the feminine forms for teacher. It was indicated in some of these resources that the choice of pronoun was a matter of convenience in writing and not an indication of sexual bias, while in most of the references there was no mention of a deliberate choice. However, where these resources accomplished their primary objective, the tendency of evaluators was to regard this awkward use of pronouns as a minor problem, rather than as offensive sexual stereotyping, resulting in approval of these resources as acceptable.

Most of these teacher references as well as manipulative or game materials for concept building, check lists, word cards, pictures for matching activities and film strips dealing with such topics as traffic safety appeared, to consultants, to be less relevant than the reference materials in terms of in-depth application of the audit criteria or in relation to particular criteria such as #4 Conveys that Excellence In Human Endeavour ... and #6 Conveys Nature and Value of Critical Thinking. Consultants, at times, went beyond reporting by exception to indicate areas in resources which related positively with particular criteria or categories. Special education resources, by virtue of dealing directly with the "handicapped" category and because many of these references were developed by people with considerable experience in working with or providing programs for these children, frequently possess a high degree of sensitivity especially in the area of the handicapped.

Labelling is, to parents and educators of exceptional children, a very sensitive issue. Generally there is an understanding of and a somewhat comfortable feeling derived from the labels used locally as educators are aware of the improvements that have occured in this area. However, the terminology used in valued and scholarly references from other countries can cause a reaction or tendency to remove the text from the recommended resources when viewing it solely from the point of tolerance and understanding. In certain instances this could result in a rash decision for removal of a particular resource that would tend to impoverish us all. "Cool heads" need to prevail in such instances. We do not want it said of us that "We threw out the baby with the bath water."

2.1 Major Criteria

2.1.1 Criterion #1 Avoids Unfair Judgments

Where judgments of others are to be made do the programs and supporting materials promote fair

assessments, avoiding unfair or inaccurate judgments based on alleged general characteristics relating to racial or ethnic origin, religious affiliation, age, sex or handicap?

In references, dealing with exceptional children, where the purpose is to expand the base of knowledge, improve understanding or to illustrate effective teaching techniques, it becomes necessary for the authors, on the basis of their experience, to make judgments of others which often take the form of generalizations from which the readers must extrapolate to the specific circumstance in which they are involved. Although there is a danger inherent in such generalizations, it is intended that teachers and "significant others" involved with exceptional children will use the insights and information gained from these reference materials in conjunction with available data and their own assessments and observations to individualize programs and to modify strategies as necessary, and in such ways to provide a sound base and effective instruction for these children. The thrust, in the reference materials which predominate in the special education learning resources, is toward consideration of the whole child, respect for the individual and maximizing the learning potential of exceptional children and as such they are generally deemed to be acceptable in terms of the "unfair judgments" criterion.

Because the trend in this province is toward the integration of children who are handicapped, it is essential that teachers extend their knowledge of exceptionality and expand their skills repertory if we are to see integration which is a true involvement of these children in the learning process. There is a statement on integration in the elementary program of studies but, as the first stage of this review, the evaluation of curriculum documents, has indicated, there is a discrepancy between acceptance or theory and practice as is evident, for example, in the physical education curriculum.

Within the special education curriculum itself, there are areas which are directed toward students making judgments. In the Living/Vocational Skills area in four of the guides there is a section devoted to Understanding Self and Getting Along With Others. The World or Work sections, also in this area, addresses individuals in the work force, career exploration and work experience. Exceptional children in the mainstream are subject to making judgments of others as required in courses of studies in the regular curriculum in the areas of social studies, law and, in language arts, and in the judgment of characters in literature. In the latter case where children are in the mainstream, the learning resources will be reviewed by the Curriculum Branch; therefore only the resources listed as special education support or learning resources for the use of teachers with children or for the direct use of children will be considered here.

Briefly, certain series of high interest low vocabulary readers and other books for children were reviewed and found to be acceptable in terms of the criteria and the various categories. Manipulative, matching and game type materials as well as word cards, picture cards, safety materials, certain self-directed audio cassette materials, filmstrips with limited content, cookbooks and checklists were considered generally not to lend themselves to much meaningful evaluation under the "unfair judgments criterion" and certain other criteria but as they were useful or necessary resources and did not appear to transgress the criteria, they were deemed to be acceptable.

2.1.2 Criterion #2 Nurtures a Positive Self-Image

Do the programs and supporting materials help to nurture a positive self-image in all students by taking an essentially positive approach to human similarities and differences arising from racial or ethnic origin, religious affiliation, age, sex or handicap?

Special education learning resources were selected to nurture the development and learning of children with handicapping conditions. As such they are generally designed to be sequential or from the less difficult to the more difficult. Also, in recognition of the problems faced by these children, which may be of a developmental, intellectual, physical or sensory nature, there is considerable emphasis on task analysis and when to apply forward or reverse chaining effectively to assist children toward gradual growth in accomplishment.

Special education resources, because of the children involved, place more emphasis on the use of success oriented activities and the development of the concept of self and self-esteem than there appears to be in programs for regular students. This is perhaps as one would expect. Such emphases are necessary and can produce excellent results as these children develop, learn and begin to take a pride in their accomplishments and in themselves. Teaching of exceptional children, especially in segregation, usually involves striving for mastery of each task in the sequence. The secret of success is to begin where the child is in terms of development. Continuity in the child's learning takes precedence over the program. If progress requires adaptation or modification of the program then that is what will happen or should happen. There is no such thing here as proceeding with the course before the child can demonstrate a good grasp of the prerequisite content.

This entire process, the sequential design, task analysis, teaching for mastery and the use of success oriented activities, is focused on increasing the child's understanding and competancy and with these the child's sense of self and self-esteem. It is therefore not at all surprising to find that many of the reports on special education learning resources indicated positively that these resources could be said to nourish a positive self-image. The references, in assuming the instructor to be caring and capable of learning effective techniques, would have a direct nurturing effect on the self-image of teachers. Their ability to use information gained to improve self-esteem in working with their students would be an example of an indirect effect while use of the resources for children at the child's level and properly sequenced would be similarly effective.

2.1.3 Criterion #3 Contains Generalizations that Promote Unfair or Inaccurate Judgments of Individuals or Groups

Do the programs and supporting materials contain either implicit or explicit generalizations relating to racial or ethnic origin, religious affiliation, age, sex or handicap that may tend to promote unfair or inaccurate judgments of individuals or groups?

Criterion #1 dealt with the making of judgments of others and it raised the concern that these judgments - where they were necessary - should be accurate and fair; the judgments should be free from bias and stereotyping in each of the categories included. Although related to criterion #1 whereby judgments have to be made, criterion #3 is concerned with the making of generalizations relating to the categories of human rights and of the rights of minorities so that unfair or inaccurate judgments of individuals or groups are not promoted, either explicitly or implicitly.

Where consultants generally responded "yes" to criterion #1 (avoids unfair judgments) the responses to criterion #3 were generally "no" as in their judgment the resources did not promote unfair or inaccurate judgments. However, there was some confusion between these criteria relative to the placement of comments concerning the various categories. Some reviewers placed comments about pronoun use, implicit sex stereotyping and examples of positive treatment of people of all ages or races by number 3 while others placed similar comments by the first criterion. One resource was listed as problematic in this area because of terminology related to handicapped children although the same terminology might be well accepted in Britain. Two resources were deemed to be problematic because, among other problems, they were regarded as being too male oriented while a third was considered to be problematic because of sex stereotyping. Where there were doubts, these were generally related to sex stereotyping. However, the majority of the resources examined in the light of this criterion were deemed to be acceptable.

2.1.4 Criterion #4 Conveys that Excellence in Human Endeavour Can be Found in All Human Groups

Do the programs and supporting materials convey that excellence in human endeavour may be found in different ways in all human groups?

Reviewers agreed that certain of the references and the resources for children, such as some of the Living Vocational Skills and World of Work section resources, indicate that excellence in human endeavour may be found in all groups. Certain resources conveyed a belief in the worth of the individual and a recognition that the achievement of a developmental milestone by one child is a display of excellence in the same way as another child's overcoming of a physical barrier or yet another's success in surpassing previous academic achievement. Each in its way is a demonstration of excellence in human endeavour.

However, some references were regarded as so task oriented or narrowly focused on the topic that, while being useful resources for their particular purposes, they were not broad enough or far ranging enough to convey that excellence in endeavour may be found in all groups and thus, this criterion could not be applied to these resources. This difficulty in applying particular criteria extended to a number of resources for children. These were included in the curriculum resources to encourage human endeavour at all levels but how can word cards or matching games of themselves convey excellence? The solution to this dilemma was to indicate that these resources did not transgress the criterion.

2.1.5 Criterion #5 Does It Fail by Omission to Assist Teachers to Deal Positively with Tolerance and Understanding

> **Do the programs and supporting materials, by omission, fail to take advantage of content or techniques that could assist the teacher in dealing positively with tolerance and understanding?**

A considerable number of the learning resources in special education, by virtue of addressing and providing information and illustrating techniques for use with children with particular handicapping conditions, assist teachers toward a more thorough understanding of the implications of handicapping conditions for instruction and for the child's learning.

Increased understanding frequently enables a teacher to empathize with a child. The child senses and responds to empathy which is a nobler and more useful emotion than sympathy. Sympathy, an evoked emotion involving little understanding, frequently results in constantly "doing" for the child, permissiveness and overprotection while empathy, based on understanding of the problems to be overcome and of the need for the individual to grow toward independence, will more likely result in acceptance of the child, the provisions of necessary support, firmness, and encouragement for the child to try things, to take responsibility, and to experience as many things as possible including failure. People who are empathetic will have expectations of the child.

Practical techniques dealt with and sometimes illustrated in certain resources can assist teachers toward improved competencies and increased confidence enabling them to deal positively with exceptional children. Acceptance, expectation and a positive approach to working with these children is tolerance and understanding. Tolerance and understanding can be contagious. Administrators and consultants have frequently found that when a teacher has it, it is quite likely to have been caught by the other students in the class.

A good number of the reports on reference materials and on some of the resources for children were marked "no" in the comments section for criterion #5 indicating that these resources did not fail by omission to assist teachers to deal positively with tolerance and understanding. However, again some of the resources were too narrow in focus or of a type which did not lend them to application of this particular criterion. One reviewer raised a question about illustrations. Illustrations of children with handicaps, aids or appliances and children with glasses were rarely portrayed in ordinary situations, with their family or included in other groups. Surely this is an omission, particularly when it comes from a review of special education resources, even though these children are depicted in illustrations in articles dealing with handling techniques or proper use of aids and appliances.

2.1.6 Criterion #6 Conveys Nature and Value of Critical Thinking

Do the programs and supporting materials implicitly and explicitly convey the nature and value of critical thinking in constructing our everyday interpretation of the world and the people within it?

Some or parts of some of the learning resources deal with or are intended to develop critical thinking. For example, where children are functioning in the lower levels of the developmental domains, certain materials provide information and recommend techniques to teachers for attempting to help these children to "build in" or understand elementary cause and effect relationships which can then be demonstrated. An example of this might be that a child, even when severely physically impaired, might deliberately manipulate a switch to start or turn off music or an action toy. Similarly children may be taught to hit a desk bell to indicate when they are ready for the teacher or when they are in need of assistance. There are also learning materials which deal with incorporating choices into the lives of severely handicapped children. Techniques explained include familiarizing the children involved with several activities and later using the learned language which represent these activities to encourage the children to select the activity they prefer.

The Integrated Approach to Curriculum, in which numbers of teachers of the handicapped in Alberta have received inservice, has involved use of certain of these resources. This approach expands judging and thinking processes in the students involved. The use of both special and regular curriculum resources promote the development and use of critical thinking in social studies, science, the language arts and in other areas of the curriculum for exceptional students in special classes and in the mainstream.

In conclusion, certain of the special learning resources convey the nature of critical thinking, while practice and further development leading to increased understanding and satisfaction will assist children to value this skill. Again, certain resources, references and materials for children, were so topical or narrow as to preclude any meaningful application of this particular criterion.

2.2 Human Rights and Minorities Categories

Many of the reference type learning resources have come from the United States where minority and human rights issues have been areas of prime concern for some time. These resources and certain materials developed for the use of children are frequently quite sensitive in their presentations. These American resources, perhaps somewhat more than the Canadian resources involved, frequently tend to present a mix of races, males and females througout, both in terms of content and illustrations. People are depicted as having worth and dignity. Some resources also do well in terms of the inclusion of people of all ages and including the elderly being realistically involved in interesting activities. However, these resources do not appear to have reached the same level of sophistication and understanding related to the inclusion of the handicapped, as a normal course, rather than for a specific purpose, in the content and illustrations. The illustrations of people who are handicapped in particular tend to be used primarily to depict certain techniques such as positioning or the use of special equipment. This will be elaborated on further in another portion of this report.

2.2.1 Age Category

The majority of the references for teachers and the learning resources for children were too narrowly focused or too specific in relation to topic or their primary intent to allow for a meaningful application of the category dealing with age. However, certain of the resources dealt well with this aspect showing a respect for all ages from the very young to the elderly and including the elderly in content and illustration as worthy and interesting people involved in a variety of family, work and leisure activities.

2.2.2 Race/Colour Category

Authorities in special education constantly stress that one must start work with the child from where the child is in terms of development. One of the reference books, in the education of children who are hearing impaired and thus subject to language and related concept delay, uses seven spontaneous conversations or pronouncements of children as a basis for improving teacher understanding and competence in language development with these children. The book is considered to be a valuable resource in that it is well based in learning theory and it provides simulated experience for teachers. However, under examination there is a flaw. One of these spontaneous child utterances is discriminatory in terms of race/colour. A decision will have to be made. What to do? Delist the book and lose an otherwise valuable resource or would it be more useful to point out this problem to readers as something that could as easily happen within their own classroom as children converse and to treat this issue, which is for reading by adults only, as an opportunity to gain more insight about children and how similar utterances might be treated. This would perhaps lead to deliberate work in the area of tolerance which would be beneficial to all members of the class.

2.2.3 Religion Category

Only a very few of the special education resources examined dealt directly with religion. In these cases the approach was either non-denominational or descriptive as in, for example descriptions of religious holidays or special celebrations. More resources dealt directly and indirectly with desirable personal characteristics which include tolerance and understanding of other people and the cultures from which they come which would also include the various religions. The Understanding of Self and Others portion of the Living/Vocational Skills section which extends across four of the curriculum guides include resources of the later type.

Remembering the range of exceptional children in terms of their functioning ability, from the dependent through to those who can function with limited support in the mainstream, it is easy to understand why this category is not applicable to a number of the special education resource materials.

2.2.4 Sex Category

Some of the older references, a few of them published in the 1960's and drawing from the data of earlier periods before the rise in concern for human rights, were sometimes seen by reviewers as being in a "grey area" mainly because of "the awkward use of pronoun" problem previously discussed or less frequently as a result of a more serious tendency toward sex stereotyping through content and/or illustrations providing either a predominantly male orientation or by implying that certain occupations, for example, were male preserves. Many more of the resources surveyed were considered to be quite acceptable, with the occasional one marred by the awkward use of pronoun somewhat moderated, in some of the cases by a notation indicating that this was a considered decision to facilitate the writing. Some of these resources were considered to be exceptionally good when evaluated against this and some of the other human rights categories and these resources drew praise from the reviewers for their sensitivity.

oping simulation of handicap inservice sessions for adults and children. Where there have been omissions these two resources would certainly help to overcome this and to promote greater understanding of the handicapped.

2.2.6 Other Concerns - Labelling

Educators in special education, parents and exceptional children themselves are the people in the forefront of concern about the issue of labelling. In March 1984, an article by an individual, who is handicapped, appeared in the sports pages of an Alberta newspaper criticizing a particular classification of handicapped individuals for the purpose of determining eligibility for specific sporting events. The thrust of his discussion was that these classifications should be more closely connected with actual functioning than to particular medical criteria. Therefore, we are not alone in having these concerns in education. However, this seems to provide scant comfort.

At times educators feel that we have come "a long way." In special education we do not refer to idiot, imbecile, and moron or speak of the sub-normal, the retarded or sight saving classes or the deaf and dumb (although a few of these terms may still appear in scholarly writings from other parts of the world.) However, especially when we take short-cuts in writing and use the adjective before the child as in deaf child we tend to focus attention on what we might consider to be the deficiency, although deafness is a normal condition for that child, rather than placing the emphasis where it belongs - on the child. When we say blind child we frequently tend to mislead as most of the children who are eligible for registration as blind are not totally without sight. It would be far better in terms of clarity to refer to functioning and use braille using child (or potential braille user in the case of the young child) if we wish to "get away" from this deficit thinking to focus on the child and yet inform. Throughout our curriculum documents we have, for the sake of expediency, transgressed in this instance for we frequently refer to the hearing impaired child, the visually impaired child and the dependent handicapped child. Even the titles of our curriculum support documents are a case in point, as for example, The Hearing Impaired Student in the Regular Class.

Although educators in special education use a revised or current terminology to describe exceptional children, do other people subscribe to these terms or do they still use those which are common to their past experience and which are upsetting to individuals with handicaps and to the parents of handicapped children?

In conclusion, education has come a long way relative to terminology and labelling but it has not yet arrived at the destination.

2.3 Special Education Learning Resources Review

	Sections	Acceptable	Problematic	Unacceptable	Comments
1	L.V. Skills	187	7	0	Four guides*
2	Dependent	36	0	0	
3	H.I.	20	0	0	
4	V.I.	12	0	0	
5	EMH/TMH	117	1	1	
TOTALS		372	8	1	381
PROJECTED TOTALS		3261	78	9	3340**
PERCENTAGES		97.64	2.10	.26	100%

* Living/Vocational Skills resources were reviewed together for HI, VI, EMH and TMH.

2.4 Special Education Resources Summary Statement

Resources Review Chart Sections

Consultants from the Calgary and Edmonton Regional Offices of Education reviewed a sampling of the special education learning resources which included resources from all six levels, from preschool to school leaving, of four curriculum areas for each of five divisions of the Living/Vocational Skills section (Living/Vocational Skills) of the special education curriculum which were assigned to each office. The ten divisions of the Living/Vocational Skills section represents materials sampled from the Curriculum for the Hearing Impaired (HI), the Visually Impaired (VI), the Educable Mentally Handicapped (EMH) and the Trainable Mentally Handicapped (TMH).

This Living/Vocational Skills section of the Curriculum contains approximately two thirds of all of the Special Education learning resources. (The Curriculum for the Dependent Handicapped does not contain a Living/Vocational Skills section.)

The remaining sections on the chart - Dependent, HI,VI, EMH/TMH - represent the five curriculum areas. Opposite these sections on the chart are the figures which represent the numbers of learning resources sampled, at all levels and in all sections of each curriculum with the exception of resources from the Living/ Vocational Skills area previously discussed. It would be well to remember that the curriculum for the visually impaired and, to a somewhat lesser extent, the curriculum for the hearing impaired both involve the use of a considerable number of learning resources from the regular curriculum in addition to the particular special education resources. The EMH/TMH section is a review of communication and computation learning resources which overlap to some degree in these two areas of curriculum therefore, the resources are listed together in this instance.

Slightly more than 10 percent of the total number of special education learning resources were reviewed in this audit of learning materials. If there had been sufficient time and manpower (person power?) to have examined all of the resources it would have been interesting to chart the results by curriculum areas and the six levels of development. However, this approach, when using a sampling over such a broad area, would be of little value for making projections or assumptions.

Upon reviewing the individual reports of the 381 resources reviewed it was initially determined from the summary that 16 of these, a few of which were rated as acceptable, most rated as problematic and two rated as unacceptable, should be given further consideration. (This procedure was in line with the recommendations from Dr. McLeod that 5 percent of all acceptable resources receive a second review.) Following this review it was determined that seven of these 16 were acceptable in terms of the criteria, eight were problematic and only one was rated as unacceptable. This resulted in 372 resources rated acceptable, 8 as problematic and one rated as unacceptable as indicated in the chart.

Based on the results of this review of approximately 10 percent of the resources estimated at 3340 total (see chart page 4, Part I, Section 1.1) we might, by projection, make some assumptions about the total number of learning resources. If nine items from the sample cannot meet the criteria for an accepatable rating then 2.36 percent of the approximately 3340 resources or about 79 of these resources will be unlikely to be rated as acceptable. Also, if eight of the resources in the sample or 2.10 percent are judged to be problematic, on the basis of the audit criteria, then it is likely that 2.10 percent or 70 of the total items may be problematic. And finally, if only one of the resources in the sample or 0.26 percent of these resources is rated as unacceptable then, by projection, it is conceivable that about 0.26 percent of the total of the resources or 9 resources will also be unacceptable. In summary and by projection, as indicated across the botton of the audit review chart on page 37, Section 2.3 of this report, it can be assumed that 97.64 percent or 3261 of the approximately 3340 special education learning resources would likely be acceptable in terms of the tolerance and understanding criteria and categories.

The largest number of problematic ratings for resources fall in the area of the Living/Vocational Skills section of the curriculum. This would appear to be reasonable as 2400 has been given as a conservative estimate of the resources in this area. This section alone accounts for almost two thirds of the estimated total resources. Why would there be this number of problem resources in the Living/Vocational Skills? Development in four curriculum areas and six developmental levels occurred within a short time span with periods of curriculum work and breaks where developers returned to other responsibilities. Also, because of the vast spread in functioning abilities of children across the six levels and because of the differences in handicapping conditions the relatively few developers had an enormous task in attempting to develop not only each of the 10 topics at each level but to locate a good range of support materials to assist teachers with each of these topics in each of the levels of development. How they were able to assemble these listings and evaluate resources as well as they have is quite a remarkable feat.

It is valuable to know where the "trouble spots" are in the sample and it is worrisome to know that there may be other resources which are not acceptable but we also appreciate that by projection, such a large number of the resources may be assumed to be acceptable in terms of the Tolerance and Understanding Criteria. This latter is a relief and it also reinforces our view that the massive curriculum development task in Special Education was well done. We have this as a measure of comfort as we now consider what should be done to locate and remedy the problem of the resources which may not "measure up."

Where were the problems? Some of the reference materials, which predominate the special education resources were so specific, focussing narrowly on the topic to provide information and/or strategies, that they could not be applied to certain criteria in a meaningful way. Similarly resources such as check lists, manipulative materials, word cards, puzzles, some of the cook books and self directed audio cassette exercises were often difficult or impossible to assess against particular criteria or categories in any meaningful way. In cases such as these it was usually indicated that the resources did not transgress the audit criteria.

The human rights sex category appeared the most frequently mentioned of all of the categories. Problems varied from what was determined to be an awkward use of pronouns to implicit stereotyping and in a few more severe cases to stereotyping which was quite blatant and equated with unfair judgments.

2.5 Summary Statement

Upon examination of the 14 curriculum and related documents involved in special education, the Program of Studies, which forms the legal basis for this curriculum was designated acceptable because it is an affirmative document focussed on improving opportunities for children with handicaps and therefore it promotes tolerance and understanding. Also the very brevity of this document exempts it from criticism in terms of transgression of the audit criteria. (Please see the appendices for a complete listing of the curriculum documents reviewed).

Although some of the curriculum guides contained unnecessary gender specific pronouns and word forms they were generally regarded as being acceptable with the exception of the curriculum guide dealing with the education of children who are visually impaired. The latter was designated as problematic on the basis of the reviewers' reports which indicated a few minor inaccuracies, unnecessary use of gender specific pronouns and the issue of labelling where, for convenience, references were made to the visually impaired child or the blind child thus, possibly, in the opinion of the reviewers, tending to lead the novice to focus on the handicap rather than on the child. These terms may also be distasteful to parents and to older mainstreamed students. These individuals might regard functional terminology such as "braille-user" or "potential braille-user" for younger children, which is used on occasion in the guide and the accompanying handbook, as more acceptable.

Functional terminology might hold some small advantage for educators in that it would better illustrate or clarify the amount of impact of the visual conditions and levels of acuity on the development and education of particular children. It could help to resolve confusion resulting from the "legally blind" classification as relatively few children, who fall into this category, are totally devoid of sight or so visually limited as to require instruction in and the use of braille. However, resorting to functional terminology would not totally solve the usage problems. Finally, although the problems with this guide and the supporting extension handbook are not regarded as being severe they are sufficient in number as to require further decision making and revisions to these documents.

In the main, all curriculum documents and curriculum support documents were considered to be free of unfair judgments and of generalizations which might promote unfair judgments of individuals or groups. The documents generally convey that excellence in human endeavour is relative and that it can be found in all children with handicapping conditions. These publications all deal in a very direct way with the development of self concept and the nurturing of self esteem in exceptional children. They may also contribute indirectly to the self esteem of parents and educators, as they are based on the assumption that these individuals can and will make a difference in the lives of these young people.

When attempting to determine whether these curriculum documents support and convey the nature of critical thinking it is essential to have a clear perspective of each of the groups of children involved. Certainly each group is involved with critical thinking; however, levels of this intellectual pursuit will vary considerably from attempts to establish some understanding of basic cause and effect relationships in children with limited intellectual ability to the employment of what we generally term to be critical thinking by those exceptional students who possess the same range of potential for this activity as other students in regular classes.

Although it has been determined that there is no major area of omission in the special education curriculum documents, it is possible, with further inservice, to provide opportunities for more teachers to undergo direct learning experiences with simulated handicapping conditions. These documents would be more effective in assisting teachers toward a deeper understanding of the complexities involved and a greater appreciation of the difficulties experienced by children with these handicaps. After all, it is the understanding and acceptance of these teachers for the handicapped children in their classes which will significantly influence not only the learning environment for these children but also how they are perceived and accepted by their peers.

Labelling has always been an issue and an area of concern in the education of exceptional children. Generally there has been considerable improvement in this area over the years. However, although none of the reviewers considered labelling as employed in the curriculum documents to be so objectionable as to affect the value of these documents, this issue was discussed by several of the reviewers. Perhaps this should be taken as "a good sign". When people involved in the education of exceptional children fail to express their sensitivity to issues, then it will be time to worry about tolerance and understanding. We must keep this labelling and other tolerance and understanding issues before us as we move into the future.

Of an estimated 3340 learning resources selected from a variety of sources to support the special education curriculum, a sampling of approximately 10 percent or 381 resources have undergone this audit to determine their rating according to the established criteria, human rights and minority rights categories, for tolerance and understanding. As the only controls for these resources were in the initial selection process Special Education Services is pleased to report that 372 of the resources were rated as acceptable while 8 were regarded to be problematic and only 1 of the resources was determined to be unacceptable. This is most reassuring as by projection it can be assumed that a very good percentage of the large number of resources remaining will be acceptable in terms of tolerance and understanding. This is not to say that all of these resources will be free from problems. However, the majority of the concerns registered dealt with the unnecessary use of gender related pronouns and the use of masculine as opposed to neutral word forms such as "fireman" instead of "firefighter" which were common concerns during the audit process. Other reviewer concerns related to the inability to apply certain resources to the full spectrum of the audit criteria and categories in a meaningful way. For example, a number of the reference materials were so narrowly focussed on their topics that they were judged to be acceptable not on the basis of having met all of the criteria, but rather on the basis of their not having transgressed any of the criteria. Similarly, decisions were made that certain resources for use with children or for the direct use of children, such as some of the checklists, word and picture cards, manipulative materials and particular audio or non-print visual materials were acceptable.

PART 111

3. CONCLUSION

3.1 Recommendation for Action

3.1.1 Goals of Education

It is recommended that the Goals of Education and Schooling be revised to include specific references to tolerance and understanding and to the dignity and worth of the individual.

Rationale: Curriculum guides should reflect the goals contained in this "mission statement" of Alberta Education. Emphasizing respect for the individual could result in increased understanding and involvement of exceptional students in the education process.

3.1.2 Program of Studies for Elementary Schools

It is recommended that the Developing Desirable Personal Characteristics and the Introduction to the Program of Studies for the Elementary Grades be reviewed for possible revisions to provide for more specificity with regard to tolerance and understanding and for possible extension of these or the development of similar statements for inclusion in other "regular" curriculum documents.

Rationale: Although specific reference to students with a handicapping condition in the Introduction to the Program of Studies for Elementary Schools is recognized as a very positive step it appears that the suggestions contained in this statement are not being put into practice with the exceptional students involved. The objective of such a revision would be to have the "theory" put into practice, to have teachers aim for the fullest possible participation of these exceptional students in all aspects of the curriculum. (This does not mean the inclusion of more students. It means working effectively with the exceptional students who are deemed to be appropriately placed with their peers.)

3.1.3 Guidelines for Curriculum Development and Selection of Learning Resources to Support the Provincial Programs of Studies

It is recommended that there be an expansion of discussion and criteria in the Guidelines for Curriculum Development and Selection of Learning Resources in order to facilitate improved attention to the promotion of tolerance and understanding in curriculum development and selection of learning resources in the future.

Rationale: Special Education Curriculum although developed under Special Educational Services followed the guidelines of the Curriculum Branch. Therefore guidelines from the Curriculum Branch affect all curriculum development for Alberta schools and programs.

3.1.4 Regular Curricula

It is recommended that attention be given to the development of statements about integration and the involvement of exceptional students who are appropriately placed in the mainstream.

It is further recommended that guidelines for the development of alternative approaches (rather than the development of alternative programs) be provided to facilitate "true" integration or the full involvement of these students who are in the mainstream of education.

Rationale: As an example, physical education is known to be as necessary for handicapped students as it is for other students. In some instances this involvement may be more essential for students with handicaps. Teachers could be referred to alternate games or exercise programs for occasional use with the entire class, which would put the exceptional student at no disadvantage. The use of "a buddy system" involving another student with the exceptional student in a helpful individual skill or strength building program when participation in certain games or sports is not possible could be beneficial to both. Regular students involved in peer instruction relative to the size and shape of playing field, positions and placements of players and rules of the games would improve the knowledge of the regular student while enhancing the ability of a blind student to enjoy and to be a better informed spectator/listener at games of this type. Countless examples can be found.

Although physical education is used as an example, the exceptional student's need for full participation in education extends to all areas and for the same reasons for which these courses in academic subjects, business education, fine arts and practical arts are deemed to be necessary for other students. Guidelines and references which would assist teachers to develop adaptive techniques and to vary their approaches to instruction to facilitate the participation of the handicapped student can be beneficial to all students.

3.1.5 Regular Students in the Mainstream

It is recommended that students in regular programs be given the option to participate in programs of sensitization to handicaps - such programs to include direct involvement in simulation of various handicapping conditions, related audio-visual presentations, and discussion programs involving people with handicaps.

Rationale: "Experience is a great teacher!" Through such exposure or affirmative action regular students would increase their understanding of exceptional students and the limitations imposed on them as a result of their handicapping conditions. As knowledge increases, understanding and empathy increase. Ignorance and fear are the opponents of acceptance and integration. Regular students may avoid the exceptional student in their midst merely because they are afraid of making embarassing blunders. Is it all right to use the words "see" and "look" when taking with a fellow student who is blind?

3.1.6 Special Education Curriculum

It is recommended that an errata sheet, which would include a statement about tolerance and understanding and the findings of this review of special education materials, be developed and included in each of the 14 special education curriculum and support documents at the School Book Branch and the Regional Offices of Education and that copies of this sheet be forwarded to all superintendents of schools, for copying and distribution to all schools, for inclusion in existing special education curriculum documents.

Rationale: All schools would be made aware of problems existing in particular special education curriculum documents and learning resources so that these could be corrected. Administrators would realize that they have a responsibility for resources used in their jurisdictions. Jurisdictions would realize that Alberta Education takes a serious view of tolerance and understanding in the education of children in this province.

3.1.7 Curriculum Guide for the Visually Impaired

It is recommended that a committee be developed to resolve the problems which resulted in this guide being designated as problematic.

Rationale: Resolution of the problems involved which resulted in the problematic rating is necessary.

NOTE: The errors in information have been corrected in the new printing. Only the labelling and use of the collective masculine remain. The last two items follow the same pattern that occurs in the other Special Education curriculum documents.

3.1.8 Special Education Learning Resources

It is recommended that special education learning resources be categorized and approved as prescribed, recommended and supplementary and that this information then be made available to school jurisdictions.

Rationale: An enormous number of resources are listed as learning resources for the Special Education Curriculum. (A conservative estimate indicates that there are approximately 3340 resources.) As resources are difficult to locate at times and because there is no discount available to jurisdictions to encourage purchase of any of these resources, it would seem useful for Alberta Education to make some definitive designation of these resources, in order that jurisdictions may be informed and encouraged to purchase at least some of the basic learning materials to support their special education programs.

3.1.9 Learning Resources Not Included in the Sample of Special Education Resources Reviewed

It is recommended that jurisdictions be informed of the results of the audit of the special education resources. (See also recommendation 3.1.6 for possible method.)

Rationale: By projection from the results of the audit of the special education learning resources it may be estimated that 97.64 percent or 3261 of the approximately 3340 resources may be expected to be acceptable. That leaves 70 anticipated to be problematic and 9 which might be unaccepatable. (See chart page 37.) Jurisdictions should have this information in order that they may have confidence in the materials listed and in order that they may exercise responsibility in the selection of resources for use in their schools.

3.2 Summative Statement

The special education program, more than any other in education, is immersed in the whole area of Tolerance and Understanding. An important component of any successful program for handicapped students is the promotion, first among the school staff and then among the other students of a tolerance for the deviant appearance, behaviour, achievement, and/or functioning style of the handicapped student or students.

It is equally important that students in special education programs learn tolerance and understanding for those who are different from themselves - by handicap, by sex, by age, by colour, etc. There will be a few students among the dependent handicapped whose awareness of others will be so limited that differences will be, in effect, meaningless to them. The vast majority of handicaped students will be aware, at some level of consciousness, of others who are "different". Ironically, some handicapped students will need to develop tolerance and understanding of those who are not handicapped.

The review of the special education curriculum documents and of the sample reviewed of the learning resource references clearly indicates that these materials do present - to parent, to school administrator, to teacher, and to student - a balanced view of the people in the world around them.

The problems of labelling - blind child, deaf student - and the use of the masculine collective - he, his, him for male and female - are the items most often noted by reviewers of both special education curriculum documents and learning resource references. While irritating to some people, these failings are not considered serious enough to affect the acceptance of the vast majority of material studied by the reviewers.

In conclusion, it can be stated that the materials produced or selected by the Special Educational Services Branch for use with handicapped students do not transgress but do actively encourage tolerance and understanding.

Appendix K

Early Childhood Services Final Report

CURRICULUM AUDIT - PORTFOLIO REPORT

Alberta Correspondence School

Introduction

All courses (see Appendix) at the Alberta Correspondence School in the Elementary, Junior High School and Senior High School Departments were audited by staff members responsible for the teaching of their respective subjects. Each course was audited once by the teacher and in areas that were suspect, the matter was discussed with another staff member or the immediate supervisor. The course materials were audited according to the criteria established by the Curriculum Audit Steering Committee.

Major Criteria

1. Elementary

All elementary courses have been determined to be acceptable.

In the language arts courses the approach is one of tolerance and encouragement of different points of view. Male/female roles tend to be traditional ones. Language exercises are well mixed as to gender.

Generally the social studies courses are open, accepting and with much flexibility. The Grades 1 and 2 courses help to develop positive attitudes about self, family and other family groups.

Mathematics is not really conducive to the teaching of many of the principles of tolerance and understanding except through the use of examples in problem solving.

The science courses allow for differences of opinion and freedom of thought. The Health units in the science courses encourage a positive self-image and varied approaches to individual differences. Some decision-making activities are provided in upper elementary courses.

The following minor exceptions have been identified in the elementary courses:

a. Male dominant pronouns are used throughout the courses - understanding that these refer to both sexes.

b. Predominance of male roles presented, and as a result does not allow or reflect importance of the female role in Canada's early history nor in the changing roles of sexes in modern society. Some stereotyping in terms of occupations as being male or female-dominated is present in the courses.

c. There is an oversight in the Grade 1 social studies course in which the concept of the family unit, i.e. the father, mother, boy, girl, is not included in the presentation of the various other acceptable family unit.

2. Junior High School

The audit found that all junior high school courses were within the accepted standards except for the following minor problems:

a. References are made to names of Anglo-Saxon origin in the examples of mathematics problems.

b. There are of few examples of social stereotyping.

3. Senior High School

All courses have been determined to be acceptable. Minor exceptions include the following:

a. Examples chosen show an imbalance in favour of males and western cultures.

b. Male-dominant pronouns are used often -- the understanding being that these refer to both sexes.

c. Stereotyping in terms of occupations as being male - or female-dominated is present in some courses (e.g. business education and home economics).

Recommendation for Action

The minor exceptions noted in the review will be corrected as courses are revised. Plans have been formulated to revise the mathematics courses in Grades 4, 5 and 6. Readers for use in Grades 1 to 6 are being reviewed with a view to revising the reading portion of the Language Arts courses.

The minor problems in the junior high school mathematics and social studies courses will be corrected as the courses are revised before reprinting.

Several senior high school courses, especially in business education, English and home economics are currently being revised to bring them to a satisfactory standard.

Summary

The courses offered at the Alberta Correspondence School, in the main, meet the established criteria for tolerance and understanding. Minor exceptions are not crucial enough to warrant immediate and drastic action. All concerns will be dealt with as the courses are revised.

APPENDIX

Courses offered by the Alberta Correspondence School.

1. Elementary

Language Arts - Grades 1 to 6 inclusive
Mathematics - Grades 1 to 6 inclusive
Social Studies - Grades 1 to 6 inclusive
Science - Grades 1 to 6 inclusive

2. Junior High School

Language Arts 7, 8 and 9
Mathematics (Holt) 7, 8 and 9
Mathematics (Modified) 7, 8 and 9
Social Studies 7, 8 and 9
Science 7, 8 and 9
Health 7 and 8
Health and Guidance 9

Art A, B and C
French A, B and C
German A, B and C
Ukrainian A, B and C

Community Economics
Junior High Typewriting
Accident Prevention (2 modules)
Know Alberta (6 modules)
Anthropology (2 modules)
Looking at China (2 modules)
Needlecraft
Letter-Writing
Story of Mathematics
Ecology
Flight
Forestry (4 modules)

3. Senior High School

English

English 10
English 20
English 30
English 13
English 23
English 33
Literature 21
Reading 10
English for Adults 1
English for Adults 2
English 30A
Library
Basic Grammar
Applied English

Modern Languages

French 10
French 20
French 30
German 10
German 20
German 30
Spanish 14
Spanish 24
Spanish 34
Ukrainian 10
Ukrainian 20
Ukrainian 30

Mathematics

Mathematics 10
Mathematics 20
Mathematics 30
Mathematics 30A
Mathematics 13
Mathematics 23
Mathematics 33
Mathematics 15
Mathematics 25
Basic Algebra and Geometry
Practical Mathematics

Social Sciences

Social Studies 10
Social Studies 20
Social Studies 30
General Psychology
Personal Psychology
Psychology Modules
General Sociology 20
Social Institutions 20
Economics for Consumers 20
Macroeconomics 30
World Geography 30
Local and Canadian Geography 20
Western Canadian History 20
World Religions 30

Business Education

Accounting 10
Accounting 20
Accounting 30
Typewriting 10
Typewriting 20
Typewriting 30
Shorthand 20 (Greg)
Shorthand 30 (Greg)
Shorthand 20 (Forkner)
Shorthand 30 (Forkner)
Shorthand 31 (Forkner)
Law 20
Law 30
Business Foundations 10
Business Foundations 30
Marketing 20
Data Processing 20
Record Keeping 10
Business Procedures 20
Office Procedures 30

Science

Biology 10
Biology 20
Biology 30
Science 11
Physics 10
Physics 20
Physics 30
Chemistry 10
Chemistry 20
Chemistry 30
Physics 22
Physics 32
Agriculture 10
Astronomy
Horticulture 12

Electives

Art 10
Art 20
Art 30
Modern Living 10
Modern Living 20
Modern Living 30
Food Science 10
Food Science 20
Clothing & Textiles 10
Clothing & Textiles 20
Health and Personal Development 10
Occupations 10
Infancy and the Early Years
The Early School Years
Sewing Basics
French Cuisine
Italian Cuisine
Chinese Cuisine

Vocational Education

Building Construction 12
Drafting 10
Electricity-Electronics 12
Industrial Education 10
Mechanics 12

Appendix L

Correspondence School Report

POOR

QUALITY

ORIGINAL